DOCUMENT RESUME

ED 375 644 FL 022 482

TITLE	English to Speakers of Other Languages. Resource Guide. Second Edition.
INSTITUTION	Georgia State Dept. of Education, Atlanta.
PUB DATE	94
NOTE	109p.
PUB TYPE	Creative Works (Literature,Drama,Fine Arts) (030) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Classroom Techniques; Cross Cultural Training; Cultural Pluralism; Eligibility; *English (Second Language); Federal Legislation; Identification; Information Sources; Instructional Materials; Language Proficiency; *Multicultural Education; Program Administration; Program Development; *Public Policy; Resource Materials; Second Language Instruction; Special Education; State Aid; State Government; State Standards; Student Evaluation; Student Rights; Teacher Certification; *Teaching Methods

ABSTRACT

The resource guide is designed for administrators, teachers of English as a Second Language (ESL), counselors, grade-level teachers, content-area teachers, and other school personnel who work with or make decisions regarding ESL students. Sections synthesize information on and suggest techniques for a variety of topics related to ESL. A section on student rights under federal law addresses legal responsibilities regarding language-minority students and includes relevant federal laws, litigation summaries, and legal interpretations. Another section offers suggestions for addressing first-day issues of enrollment, placement, and scheduling. A third section outlines 13 specific strategies for both ESL and grade-level teachers working with this population, and another offers specific approaches to cultural issues affecting teachers and students in a diverse classroom. Georgia Department of Education policy regarding ESL students and the state-funded program is also detailed, including procedures and criteria for entry-exit, identification and placement, class size, and teacher certification. The final section lists resource organizations, texts and materials, and contacts useful in supporting ESL students and programming. (MSE)

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ED 375 644

English to Speakers of Other Languages

Resource Guide

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ENGLISH TO SPEAKERS OF OTHER LANGUAGES
RESOURCE GUIDE

Second Edition

Georgia Department of Education

TABLE OF CONTENTS

1. Introduction 1.1

2. Students' Rights Under Federal Law 2.1
   - Federal Laws 2.1
   - Court Rulings 2.2
   - Enforcement Policy 2.4
   - National Origin Desegregation Assistance 2.5

3. Getting Started: Administrative Recommendations 3.1
   - Registration Procedures 3.2
   - Names 3.4
   - Placement 3.5
   - Native Language vs. English in the Home 3.7

4. Strategies for Teaching ESOL 4.1
   - Oral Language Teaching/Learning Strategies 4.2
   - Total Physical Response 4.6
   - Cooperative Learning Strategies for Multiculutural Classsrooms 4.8
   - The Language Experience Approach 4.12
   - Reading Aloud 4.14
   - Shared Reading 4.17
   - Teaching Story Structure 4.19
   - Process Writing in Multilingual, Multicultural Classrooms 4.24
   - Classroom Correspondence 4.29
   - Language Learning in the Content Areas 4.31
   - Language Learning in the Arts 4.34
   - Building Home/School Community Connections 4.38
   - HomeFun: Family and School Working Together 4.43

5. Cross-cultural Strategies 5.1
   - Become a Student of Culture 5.3
   - Highlight Students' Cultures at School 5.5
   - Parent Involvement 5.6
   - Make the Curriculum Culturally Responsive 5.7
   - Accommodate Cultural Learning Styles 5.8
   - Teach Cultural Capital 5.9

6. Georgia ESOL Guidelines 6.1

Requirements for State Funding 6.1
State Rule 6.1
Class Size 6.3

Identification and Assessment of Student Eligibility 6.4
Identification of Students' Primary or Home Language 6.4
Assessment of English Language Proficiency 6.4
Assessment of Literacy Skills 6.5
Exit from ESOL 6.6
The Language Assessment Conference 6.7
Entry-Exit Criteria for ESOL Program 6.9

Council of Chief School Officers' Recommendations for Identification and Placement of Students 6.10

Students with special needs 6.15
Special Education 6.15
Chapter 1 . . . . . 6.17

ESOL Teacher Certification: Questions and Answers 6.18
State Approved ESOL Endorsement Program 6.20

Language Assessment Battery (LAB) Information 6.21

7. Resources 7.1
Resource Organizations 7.1
Suggested Materials for ESOL Teachers and Students 7.3
Sources of ESOL Materials 7.6

INTRODUCTION

Latest counts place over 16,000 language minority students in the state of Georgia. No longer are these students confined to a few urban school districts. Most school districts in Georgia, large and small, are facing these students, who have unique needs and requirements, whether they be one or two or one or two hundred in number.

This guide has been prepared to assist administrators, English to speakers of other languages (ESOL) teachers, counselors, grade level teachers, content-area teachers and other school personnel who work with or make decisions regarding ESOL students. This first section serves to introduce the guide and outline its purposes and organization.

Section 2, "Students' Rights Under Federal Law," addresses legal responsibilities regarding language minority students and includes the relevant federal laws, summaries of court cases and interpretation of the law.

Section 3, "Getting Started: Administrative Recommendations," offers suggestions for addressing the "first day" issues of enrollment, placement, and scheduling.

Section 4, "Strategies for Teaching ESOL," outlines 13 strategies which can be used by both ESOL and grade-level teachers when working with students who are learning English.

Section 5, "Cross-cultural Strategies," provides specific strategies for addressing cultural issues that affect teachers and students in a diverse classroom.

Section 6, "Georgia ESOL Guidelines," outlines the Georgia Department of Education's policy regarding ESOL students and the state-funded program. This section includes procedures for entry-exit criteria, class size and certification.

Section 7, "Resources," provides information and contacts that may be helpful when working with your ESOL students, including resource organizations, resource texts and materials, and sources of ESOL materials.

ESOL students hold great potential for effectively learning English while providing a rich source of cultural information and variety to your program. This guide is intended to help you and your ESOL students realize that potential.

STUDENTS' RIGHTS UNDER FEDERAL LAW*

This synopsis highlights key legislation, court rulings, and administrative regulations addressing language minority students and the legal responsibilities of educational agencies serving them.

A comprehensive discussion of the laws and rulings cited here can be found in *Legal Responsibilities of Educational Agencies Serving National Origin Language Minority Students.***

As part of a national effort to secure equal educational opportunities for all American students, the three branches of federal government have acted during the last two decades to protect the rights of national origin minority students and those who are limited in English proficiency (LEP). A substantial body of federal law has emerged which establishes the rights of language minority students and defines the responsibilities of school districts serving them. This body of law has changed significantly in its scope and interpretation and continues to evolve.

Those who are responsible for state and local education policies and programs can turn for guidance and direction to these laws and regulations. By doing so, they can ensure that the ever-increasing numbers of national origin minority students they serve are provided with the educational opportunities guaranteed by a democratic society.

Federal Laws

1868- *Constitution of the United States, Fourteenth Amendment*

> "...No State shall...deny to any person within its jurisdiction the equal protection of the laws."

1964- *Civil Rights Act, Title VI*

> "No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1974- *Equal Educational Opportunities Act (EEOA)*

> "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

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**Lyons, James J. *Legal Responsibilities of Educational Agencies Serving Language Minority Students.* (1988). Mid-Atlantic Equity Center, School of Education, The American University, 5010 Wisconsin Avenue, N. W., Suite 310, Washington, D. C. 20016

COURT RULINGS

Supreme Court

1974 -- *Lau v. Nichols*

In a unanimous decision, the U.S. Supreme Court ruled that:

- Equality of educational opportunity is not achieved by merely providing all students with "the same facilities, textbooks, teachers, and curriculum; [because] students who do not understand English are effectively foreclosed from any meaningful education."
- The Office for Civil Rights (U.S. Department of Education) has the authority to establish regulations for compliance with the 1964 Civil Rights Act.

1982 -- *Plyler v. Doe*

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

Federal Courts

1974 -- *Serna v. Portales*

The 10th Circuit Court of Appeals found "undisputed evidence that Spanish surnamed students do not reach the achievement levels attained by their Anglo counterparts."

The Court ordered Portales Municipal Schools to design an educational plan which addressed national origin minority students' needs by implementing a bilingual and bicultural curriculum, revising testing procedures to assess achievement in that curriculum, and recruiting and hiring bilingual school personnel.

1978 -- *Cintron v. Brentwood*

The Federal District Court for the Eastern District of New York rejected the Brentwood School District's plan to restructure its bilingual program, finding that the proposed plan "kept [Spanish-speaking students] separate and apart from English speaking students in music and art in violation of the 'Lau Guidelines'."

The program also failed to provide for exiting students whose English language proficiency would enable them to understand regular English instruction.

1978 -- *Rios v. Reed*

The Federal District Court for the Eastern District of New York found Patchogue-Medford School District's transitional bilingual program inadequate with regard to school professionals' knowledge of bilingual teaching methods, language assessment and program placement procedures, native language curriculum materials and native language instruction.

The court wrote: "While the District's goal of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student's right to meaningful education before proficiency in English is obtained."

1981 -- *Castaneda v. Pickard*

The Fifth Circuit Court of Appeals formulated a test to determine school district compliance with the Equal Education Opportunities Act (1974).

The three-part test includes the following criteria:

1) THEORY: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.

2) PRACTICE: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality.

3) RESULTS: The school must not persist in a program that fails to produce results.

The "Castaneda Test" has been applied by courts in:

1983 -- *Keyes v. School District #1*

A U.S. District Court found that a Denver public school district had failed to satisfy the second of the "Castaneda Test's" three elements because it was not adequately implementing a plan for national origin minority students.

1987 -- *Gomez v. Illinois*

The Seventh Circuit Court of Appeals found that state education agencies (SEAs) as well as local education agencies (LEAs) are required, under the Equal Educational Opportunities Act (1974), to ensure that the needs of LEP children are met.

ENFORCEMENT POLICY

The Office for Civil Rights (OCR) of the U.S. Department of Education monitors school district's compliance with Title VI of the Civil Rights Act (1964), reviewing procedures for the identification of limited English proficient (LEP) students and educational programs for national origin minority students.

The OCR also investigates complaints of alleged non-compliance brought against school districts. Current OCR policy provides that school districts may use any method or program that has proven successful, or may implement any sound educational program that promises to be successful. This policy identifies four basic school district responsibilities.*

1. To take affirmative steps to rectify language deficiencies in order to open its instructional programs to language minority children who are limited English proficient;

2. Not to place students in classes for the mentally retarded on the basis of criteria which essentially measure English language skill or to deny access to college preparation courses because of a failure of the school system to inculcate English language skills;

3. Not to operate any ability grouping or tracking systems which act as permanent educational dead-ends and prevent national origin children from acquiring English language skills as soon as possible;

4. To notify adequately national origin parents of school activities which are called to the attention of all parents. In order to be adequate, such notice may have to be in a language other than English.

* Source: Office for Civil Rights Memorandum, May 25, 1970.

For updated information on Office of Civil Rights (OCR) enforcement policy on the treatment of language minority students, contact:

Office of Civil Rights, Region IV
U. S. Department of Education
Post Office Box 2048, 04-3010
Atlanta, GA 30301-2048

NATIONAL ORIGIN DESEGREGATION ASSISTANCE

Southeastern Desegregation Assistance Center

Educational opportunities for national origin language minority students are often limited by discrepancies between their languages and cultures and those of the U.S. public schools they attend. Upon request, the Southeastern Desegregation Assistance Center provides technical assistance and training to school districts and state education agencies to improve educational opportunities for national origin language minority students. This assistance includes:

- Needs assessment
- Language identification and assessment
- Program planning, implementation, and evaluation
- Curriculum and materials review and development
- Resource identification
- Staff development for regular classroom teachers and administrators on the following topics:

  Cross-cultural awareness and communication

  Placement into Special Education, Gifted Programs, and Mathematics and Science

  Parent involvement

  Needs of isolated and/or small numbers of students of limited English proficiency

  Interrelationship of language, culture and learning styles

The Center is part of the Southern Education Foundation and one of ten regional Desegregation Assistance Centers (DACs) nationwide funded by the U.S. Department of Education under the Civil Rights Act of 1964.

The Center provides technical assistance to schools aiming to improve the academic performance of minority and female students. Serving public schools in eight states: Kentucky, Tennessee, Mississippi, Alabama, Georgia, North Carolina, South Carolina, and Florida. The Center provides assistance in needs assessment, program planning and policy analysis, curriculum review, and staff development.

For information or assistance, contact:

Dr. Tery Medina
Southeastern Desegregation Assistance Center
Kendall One Plaza, Suite 304
Miami, Florida 33145
Tel: 305-669-0114
Fax: 305-669-9809

GETTING STARTED:
ADMINISTRATIVE RECOMMENDATIONS

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. (Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 1974)

Learners of English in our school systems create unique opportunities for educators and students to learn about different cultures and languages. A diverse population also challenges educators to develop programs that afford opportunities for these students to succeed in school and reach their goals.

The initial contact between international families and school personnel is crucial in establishing an atmosphere of welcome and comfort in the new environment. Thus, training in the dynamics of diversity is a worthwhile endeavor for all school employees. This, of course, includes an awareness of personal values, attitudes, and beliefs.

"Homogenous groupings, based on culture and/or economic status, are rapidly diminishing. Therefore, we must have educators who are willing and able to develop and implement comprehensive and individualized curricula that build new learning on what the student already knows and thinks." (Pickles-Thomas, 1992, p. 54)

Successful multicultural education results from a school policy that celebrates a multicultural population, a curriculum that creates opportunities for success for students, and methods of instruction and staffing patterns that accommodate a diverse population. This requires a collaborative effort on the part of the school's administration, faculty, and auxiliary employees.

REGISTRATION PROCEDURES

Making students feel welcome is the first step in the registration process. Often, a school registrar or secretary is the first to greet the international family. These first representatives of the school can convey feelings of acceptance through their facial expressions, attitude, and nonverbal cues. They should be careful not to make assumptions or judgements about the student's background and English language proficiency since a wide range of internal diversity exists within each population.

Acquiring accurate, detailed information is essential to appropriate student placement. Effective communication skills and a consistent procedure for registering learners of English are key elements. If the parents are not fluent in English, they will usually be accompanied by an interpreter; however, you can prepare for a smooth registration procedure in the following ways:

- Have access to a cadre of trained interpreters or volunteers to ensure understanding of the registration procedure.
- Be sure to allow an adequate amount of time for the interpretation and the answering of questions.
- Have important registration and school information translated and given to the parents as "welcome packets" to be read at home since time is often limited during the interview.

A consistent registration procedure for learners of English facilitates their entry into the new school environment. It is vital to the orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

Steps in the Registration Process

1. Welcome the family to the school and conduct an interview with an interpreter, if necessary. Allow time for interpretation and questions. During the interview, give the family a card with the following information:
   - your name,
   - the name, address and telephone number of the school,
   - the classroom number, and/or
   - the ESOL teacher's name and room number,
   - pertinent bus information.
2. During the interview, complete a student profile form with the student's personal data, language background, and educational history.
3. Ask the parents to complete system registration forms and make copies of the students' previous school records and birth records.

4. Give parents a "welcome packet" written in their native language. This packet should include important registration and school information as well as a list of community resources, adult English language classes, and tutors. Explain basic school procedures such as:

   - ESOL services available in the school
   - Costs of meals and free/reduced lunch programs
   - Attendance
   - Immunization
   - School calendar
   - Transportation to and from school
   - Parent/teacher organization

5. Take the family on a tour of the school, if possible, and introduce them to the classroom teacher and/or ESOL teacher.

6. Assign to the learner of English a student helper either through the ESOL program or school clubs, (such as student council), to assist in the first few weeks of transition.

Additional Procedures for High School Students

1. Give the family a chart explaining the requirements for each type of diploma awarded in the state and the system regarding required and elective subjects.

2. Explain the Georgia Basic Skills Test requirements.

3. Explain the awarding of credits, progress reports and semester grading periods.

NAMES

We submit that teaching becomes easier when educators love, respect, and develop a cultural understanding of the children they teach (Pickles-Thomas, 1992, p. 54).

A person's name is an important part of his/her identity. Studies indicate that names affect how we function in life through their impact on our self-worth (Morrow, 1989). Unfortunately, many educators become confused and frustrated over pronunciation and cultural differences in the use of students' names. However, you should always try to find out how each national, cultural and ethnic group would like to be identified and respect the mode of identification that the student has chosen. Students are generally pleased to know that their teachers are interested enough in them to learn about their names. You will find that they are very cooperative in providing explanations and helping you pronounce their names properly. This will also help you to address their parents in the correct and respectful way, thus establishing a positive relationship between the school and home.

Use the following guidelines:

- Never make assumptions; always ask.
- The structure and use of names vary among cultural groups. For example, a Vietnamese family in Vietnam would write a family name first, then a middle name, and a given name last. However, some may already have changed to using the American system of writing their names before they come to the school. Always ask for the "family name" rather than the "last name."
- In many cultures, names have religious connotations and specific meanings which may be lost if you do not use the correct order or pronunciation of the name.
- Never arbitrarily give the student a new name. Names are individually unique and their use affects self-esteem. Use the students' names to create opportunities for the understanding and celebration of that part of a student's heritage.

PLACEMENT OF SECONDARY LEVEL LEARNERS OF ENGLISH

After registering secondary-level learners of English, you will have to schedule them into their six classes. This can be quite difficult because you will have to deal with time constraints, scheduling conflicts, and limited course offerings that are appropriate for learners of English. Because of interruptions in their educations, some students are already older than grade level peers. They have a limited amount of time to meet requirements for graduation, so appropriate placement in classes for these students requires careful attention. Your ability to recommend scheduling quickly and effectively will grow as you work with students and their school records from other countries and become familiar with community agencies and resource material.

Assessment

- First, assess learners of English for ESOL placement to determine the level and number of scheduled ESOL periods each day. Accompany this assessment with informal testing in English conversation and writing which gives an indication of the student's ability to succeed in certain classes.

- Assess mathematical skill with caution. Instructions written in English and variations in mathematical symbols may interfere with assessment of actual math skills. Math teachers can be helpful in determining math placement.

Choice of Courses

Use the results of the assessment of English and math skills, information on the student's educational background information and student goals to make course selection suggestions. For beginning level learners, avoid courses that require a high level of English proficiency such as social studies, biology, geometry and language arts, if possible. Electives such as physical education and art along with a required math course are usually safe choices for these students.

Sheltered Content Courses

Adding sheltered content courses to the curriculum creates additional class offerings for intermediate and advanced-level learners of English who are ready to begin more challenging coursework (see section on adding sheltered courses). These classes focus on the ability and learning style of each student. In setting up these courses:

- Choose staff members for these classes carefully. Their abilities and personalities should facilitate their work with learners of English. "The most important factor influencing academic achievement is teacher expectations. In this regard, teachers' attitudes are significant because they must respect the students they teach in order to develop high academic and social expectations for them" (Pickles-Thomas, 1992, p. 54).

- Remember that the methods used in the classroom must change to meet the students' needs, but this does not mean that the content of the material has to be watered down.

Adjusting Placement

All school staff should be aware of the special needs of the learner of English and understand that initial placement in classes is not always accurate. They should allow sufficient time for the students to adjust before making recommendations for changes. Teachers who are flexible and understanding have a positive influence on the student's chances for success in the new school environment.

Follow-up

The process of adjustment to the new culture does not end with appropriate placement in school courses. Conflicts with life-styles, values, beliefs, and communication skills create an on-going need for an established support system to assist immigrant and refugee students and their parents.

Administrators, counselors, and teachers need to take part in this support network. Being aware of the needs of the learner of English is not enough. Awareness requires action by administration in the form of policy development, curriculum changes and staffing adjustments. Counselors can offer support by organizing international student and parent groups that meet throughout the year, involving parents and community agencies in school related activities, advising students in academic matters, and counseling students regarding personal concerns. Teachers can increase personal understanding of different cultures, try different methods of instruction, and foster an appreciation of the heritages and traditions of international students in the classroom.

NATIVE LANGUAGE VS. ENGLISH IN THE HOME

Although, in the past, some educators have advocated that learners of English should focus entirely on the new language and speak only English in the home, many others, including Hamayan and Damico (1991), emphasize that discouraging children from speaking their native language in their home is not only unrealistic but can create an environment that is harmful to children's emotional and intellectual development. Imagine a home environment where parents and children do not share feelings, values, and ideas through talk because the children only use English which their parents cannot speak.

In addition, the rate of second language acquisition will not be the same for all students. According to Hamayan and Damico, some factors that enhance second language acquisition include:

- basic proficiency in the native language,
- a learning style that matches that of the classroom environment,
- a positive self-image,
- the ability to take risks, and
- an extroverted personality.

Hamayan and Damico stress that students apply the abilities they have acquired in the first language to the development of a second language. Thus, it is much more beneficial for parents to give students a great deal of exposure to the native language than to try to communicate in English that is inadequate.

Research has shown that cognitive-academic proficiency in the target language (the new language that a child is learning) normally takes between five and seven years. Although students may become proficient at basic interactive conversational English in a few years, it is appropriate to expect learners of English to take from five to seven years to achieve native-like accuracy and fluency in reading and writing. Students should be encouraged to continue native language development and use in their homes during this time.

RESOURCES

Hamayan, E., & Damico, J. (1991). *Limiting bias in the assessment of bilingual students*. Texas: Pro-ed.

Keyes, K. (1989). The counselor's role in helping students with limited English proficiency. *The School Counselor, 37.*

Pickles-Thomas, P. and Thomas, C. (1992). Do you really understand your students? *Principal*, January.

Morrow, R. (1989). What's in a name? *Young Children. 44*(6).

Taira, E. (1989). Easing Hispanics and Asians into mainstream America. *The School Administrator*, January.

STRATEGIES FOR TEACHING ESOL

WE HOPE TO KNOW ENGLISH

We hope to know English better
So that we can expand our knowledge
of American Culture.
To come to a new country and not
understand
Is like standing at the top of a mountain
in the middle of a winter storm;
the bitter cold whipping at your skin;
the screaming voices of strangers
hurting your
ears with words you do not
understand;
the cold stares of people chilling your
heart like the icy snows.

To not understand is like standing alone
with thousands of birds chattering
in your ears, circling, staring, pecking
at your brain...
and you cannot answer --
you have no words...

And we feel the anger inside boiling up
like a pot of thick gruel
And sometimes we feel like mutes:
unable to speak words;
only able to make signs with our
hands to try to be understood --

To be able to communicate in our new
language
Is like the sun shining after a heavy
rain.
To speak English and be understood
Is to feel the peace and happiness of a
rainbow covering the sky like a world
flag --
Showing the colors of all the countries;
Standing side by side in peace.

by

ESOL Students
Newton County High School
Ms. Arlene Rotter, ESOL Teacher
February 28, 1994

This poem is a product of a high school ESOL lesson. The class consisted of two Vietnamese students (beginning level); three El Salvadorians (one beginner, two advanced); and two Ukrainians (intermediate level). The teacher employed many of the teaching strategies described in the following pages to help her students express themselves in English and using the figurative language they had just studied. The poem is a tribute to dedicated teachers who believe in their students and to students who show us what they are capable of when we give them a chance!

ORAL STRATEGIES[1]

Students acquiring English need exposure to language that they can understand about topics which have meaning for them. This kind of language exposure has been called "comprehensible input." To provide this input, teachers can use a number of oral strategies, many of which language learners use spontaneously as they acquire the vocabulary and syntax of a language. These oral strategies include:

1. Cueing

When speaking with language learners, enhance the spoken words in the following ways to make meaning more apparent:

a. Use props, stuff, or "realia" as referents when speaking with ESOL students. For example, when you teach terms for foods, clothing, or household items, use the actual items, models of items or pictures of the items.

b. Use facial expression to communicate meaning. For example, when reading a story, change facial expression to indicate change of character; when discussing smells or tastes, use facial expressions to indicate sweet, bitter, and sour.

c. Use gestures to convey meaning. For example, gesture with your hands to indicate different sizes when teaching comparative terms.

d. Use language manner, including intonation, pauses, and turn-taking to indicate how or when a student is to speak. For example, indicate by pausing and intonation when students may join in with a repeated line of a poem such as Paul Eluard's "Liberty," which provides a pattern or "chunk" of language with variations: "On my school notebooks/On my desk and the trees/On the sand on the snow/I write your name" (*Talking to the Sun*, p. 134).

2. Modeling

Carefully model language patterns and structures used in the natural course of classroom conversation before expecting students to use them. When students get "stuck," help them specify their meaning by elaborating and expanding sentences and phrases. When a student points to scissors and says, "Want scissors," respond with, "Do you want the scissors?" as you pass the scissors. Correcting by modeling is especially effective. Rather than calling attention to student errors, find a way to use the same form that the student used incorrectly in your response, but respond with the correct form. Your students will hear the correct form modeled in a natural way which does not take away from the meaning of the situation. For example, if a student on his way to lunch comments, "I hungry," you might respond, "I'm hungry, too, Diego."

[1] Adapted from McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press, pp. 4-5.

3. Elicitation

Provide varied opportunities for hesitant language learners to speak by structuring interactions that elicit as elaborate responses as students are capable of producing. Use your language manner as indicated in #1d above to let students know when a response is expected. Then ask questions appropriate to the language learner's proficiency. Beginning learners might respond better to questions that require an action or one or two words as a response. More advanced learners need open-ended questions which have more than one right answer and follow-up questions to help them extend their answers.

4. Chunking

Every language has phrases or short sentences that native speakers use with such frequency that language learners pick them up and use them as whole "chunks" even before understanding each word. Examples are "I don't know," or "That's okay."

Repeated opportunities to use "chunks" of language in a meaningful, appropriate, and playful context can open the way for students to begin to communicate with one another successfully. Use pop songs and favorite poems as content for chunking activities. As the number of simple patterns students can use increases, students gradually and naturally analyze parts of phrases for meaning and combine the chunks into complex statements for more satisfying communication.

Be conscious of useful phrases and patterns, and structure opportunities for their use around meaningful events and needs in the classroom. Whenever possible, turn these activities into a spontaneous game that helps students learn the new structure.

Chunking should be:

a. Meaningful. Practice should be designed to meet language needs of students who are trying to accomplish something important to them. Meaningful activities can include learning about essential school skills, such as changing classes or following schedules, learning about content area topics, or language play. Play can provide important opportunities for language learning in a judgement-free context. For example, in the lunch conversation in #2 above, you could create a language practice activity by introducing an alphabet game, saying, "I'm so hungry I could eat an automobile," and prompting the next player, a student, to say "I'm so hungry I could eat a bus!" You have invented a game which teaches a needed language structure (and reviews the alphabet and vehicle names) in the time it takes to wait for the lunch bell!

b. Simple. At first, focus on one thing at a time. Vary one part of the language "chunk." If beginners are learning the months of the year (or ordinal numbers or prepositions) read a book about months, such as Sendak's *Chicken Soup with Rice*. After reading and discussing the book, have small groups each select a month of the year and develop and act out a skit about it. The rest of the class can guess which month each skit portrays.

c. Varied according to students' needs. Provide a wide range of ways for students to participate orally in the classroom and adjust your cueing,

modeling, elicitations, and chunking games to student proficiency. For example, beginning students might make substitutions in the sentence, "I like to _____," while advanced students might invent complex variations of the pattern analogy, "_____ is to _____ as _____ is to_____."

d. Fun. Use materials that make these activities enjoyable. Funny poems (poems by Shel Silverstein are big hits), games and rap songs are excellent sources of pattern practice activities that are also play. Your school library will have examples of jump rope rhymes such as "Down by the river where the green grass grows" or "Not Last Night but the Night Before." Your students can help transcribe songs from recordings.

Embedding chunking into your daily routine does not require a large expenditure of time. In fact, you have a very efficient classroom strategy that combines specific vocabulary and linguistic practice with normal classroom activities and routines. Use this strategy to settle students during transitions to new activities or as they prepare to move to another location, to introduce students to a new topic or area of study, or to make use of a few minutes as you and your class wait for an activity to begin or a bell to ring. Though this strategy requires little time, it does require being constantly alert for useful phrases and sentences as they occur naturally and for ways to highlight them meaningfully.

Resources for Oral Strategies

Carrell, P. L. (1981). Culture-specific schemata in comprehension. In R. Orem & J. Haskell (Eds.), *Selected papers from the Ninth Illinois TESOL/BE Annual Convention, The First Midwest TESOL Conference.* Chicago, IL: Illinois TESOL/BE.

Carroll, J. B. (1960). Foreign languages for children: What research says. *National Elementary Principal,* 39 (6),12-15.

Enright, D. S. (1986). "Use everything you have to teach English": Providing useful input to young language learners. In P. Rigg & D. S. Enright (Eds.), *Children and ESL: Integrating perspectives* (pp. 113-162). Washington, DC: TESOL.

Enright, D. S. & McCloskey, M. L. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom.* Reading, MA: Addison-Wesley.

Ervin-Tripp, S. (Ed.). (1977). *Child discourse.* New York: Academic Press.

Fillmore, L. W. (1980). Learning a second language: Chinese children in the American classroom. In J. E. Alatis (Ed.), *Roundtable on language and linguistics: Current issues in bilingual education.* Washington, DC: Georgetown University Press.

Krashen, S. D. & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom.* Hayward, CA: Alemany Press.

Ventriglia, L. (1982). *Conversations with Miguel and Maria: How children learn a second language.* Reading, MA: Addison-Wesley.

TOTAL PHYSICAL RESPONSE[2]

Total Physical Response (TPR) is a language teaching strategy which introduces new language through a series of commands to physically enact an event. The student responds to the commands with actions. Research on this strategy has demonstrated more efficient learning with fuller student involvement when students actually move than when they do not. For beginning students, speaking is delayed until comprehension has been thoroughly internalized through actions.

Seven basic steps outline the strategy:

1. Setting up. The teacher sets up a situation in which students follow a set of commands using actions, generally with props, to act out a series of events; for example, shopping for groceries, baking a pie, changing a light bulb, or washing a car.

2. Demonstration. The teacher demonstrates or has a student demonstrate the series of actions. Students are expected to pay careful attention, but they do not talk or repeat the commands.

3. Group live action. The group acts out the series as the teacher gives commands. Usually this step is repeated several times so that students internalize the series thoroughly before they produce it orally, or, when appropriate, read the series.

4. Written copy. The series is put on chart paper or blackboard for students to read and copy.

5. Oral repetition and questions. After students have made a written copy, they repeat each line after the teacher, taking care with difficult words. They have ample opportunity to ask questions, and the teacher points out particular pronunciation features such as minimal pairs (soap/soup or cheap/sheep).

6. Student demonstration. Students are given the opportunity to play the roles of reader of the series and performer of the actions. The teacher checks comprehension and prompts when needed.

7. Pairs. Students work in groups of two or three, one telling or reading the series, and the other(s) listening and responding physically. During the group work time, the teacher can work individually with students.

Several authors have developed TPR scripts on a variety of topics for teachers' use. Develop your own activities around familiar situations or around school experiences that might be frightening or confusing to students from other cultures (e.g., an earthquake drill, scoliosis screening, or a job interview).

As well as being a valuable teaching tool, TPR can be an effective tool for student assessment. You can observe students who are not yet producing much English as they participate in TPR activities and determine just how much the student is able to understand.

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[2] Adapted from McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press, pp. 4-5.

WATCHING TV
(a sample TPR script)

1. It's time to watch your favorite show. Turn on the TV.
2. This is the wrong show. You hate this show. Make a terrible face. change the channel.
3. This show is great! Smile! Sit down in your favorite chair.
4. This part is very funny. Laugh.
5. Now there's a commercial. Get up and get a snack and a drink. Sit down again.
6. The ending is very sad. Cry.
7. The show is over. Turn off the TV.
8. Go to bed.

TEDDY BEAR, TEDDY BEAR
(A Jump Rope TPR Game)

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news.
Teddy Bear, Teddy Bear, shine your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say goodnight.

Resources for Total Physical Response

Asher, J. (1977). *Learning another language through actions: The complete teacher's guidebook.* Los Gatos, CA: Sky Oaks Productions.

Enright, D. S. & McCloskey, M. L. (1985). Jump-rope games. *Branching Out: TESOL Newsletter Supplement No. 2.* 29 (3), 12-13.

Linse, C. (1983). *The children's response: TPR and beyond toward writing.* Hayward CA: Alemany.

Nelson, G. & Winters, T. (1980). *ESL Operations: Techniques for learning while doing.* Rowley, MA: Newbury House.

Romjin, E. & Contee, S. (1979). *Live action English.* New York: Pergammon Press.

Veitch, B. (1981). *Cook and learn: Pictorial single portion recipes.* Reading, MA: Addison-Wesley.

COOPERATIVE LEARNING IN MULTICULTURAL CLASSROOMS[3]

Incorporating a cooperative learning philosophy in your classroom is one of the most effective ways to fully integrate students of different linguistic and cultural backgrounds and to promote learning of *all* students. In cooperative classrooms, students find value in helping one another learn. They don't see educational goals as attainable by the few: only three A's in the curve. Rather, they see them as attainable by all: everyone accomplishing a set of goals. The classroom is organized so that the goals are most likely to be attained when students cooperate and collaborate. When the class works together toward a goal, they become a cohesive, powerful, and positive group.

Research shows that using peers as collaborators, teachers or tutors results in better academic achievement, ethnic relations, pro-social development, and attitudes toward school, learning, and self in multicultural classrooms. It also increases a sense of student-ownership of the classroom environment and activities.

Strategies using peers as co-teachers and using language as a medium of communication rather than as a separate subject enhance language learning. When small groups of students collaborate on a common task, they must clarify and negotiate meaning with one another which results in complex language input, including low-level input (repetition of information), middle-level input (stating of new information), and high-level input (integrating information and creating rationales for its use). All of these types of language input are crucial to second language acquisition.

In cooperative learning settings students can use higher level cognitive processes as they compare contrasting views in order to come to a consensus and jointly synthesize information to present it to the rest of the class. Throughout this process students of all levels of language proficiency gain practice in the use of the language necessary to carry on these negotiations -- practice that is more varied, purposeful, and directed to students' proficiency levels than group-paced worksheets, which are usually inappropriate for young children.

Many other rewards come with the cooperative learning environment. Discipline improves, freeing the teacher from the role of maintaining social control in favor of the role of consultant to individuals and small groups. The teacher spends more time teaching and less time managing students. Since what students like to do, i.e., talk, is put to productive use toward their academic achievement and language development, students spend more time on task. At the same time, students become more active, self-directed, and communicative learners as they work cooperatively together.

[3] Adapted from McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press, pp. 4-5.

Teachers can encourage cooperative learning in a variety of ways:

1. Games. Play cooperative class games in which all share a game goal rather than compete for it. (See Terry Orlick's book for examples.) Assign pairs or small groups to play games or do puzzles together. Introduce the games to individuals or small groups so that all understand how they are played, or pre-teach a few experts who can teach others. Students can work together to make a castle out of blocks, a diorama of a folk tale or a diagram of how a machine works. They can solve problems or puzzles or play board games. Game cards can include pictures or words pertaining to relevant content area subjects; rules can be changed to incorporate more language, e.g., students have to name the picture (in English) of each card they turn over in Concentration.

Rules can also be changed according to students' proficiencies, e.g., one student must read the word on the back, another must name the picture, a third must use the word in a sentence, depending on the students' levels of proficiency.

2. Peer tutoring. Assign a more proficient English-speaker to help another student in some task. For example, in primary classes the more proficient student might help a peer copy a tangram pattern and name the colors and shapes at the Math Center, re-tell a story on the flannelboard at the Language Arts Center, or classify shells at the Science Center. In a secondary class, the more proficient student might read to a peer and/or paraphrase difficult material or take dictation for a journal from a student who is unable to write independently. There are many situations in which the student less proficient in English has talents or information to offer the tutor.

The best interaction occurs when there is some need to communicate, some information gap between the communicators. Take advantage of these opportunities. Peers are sometimes the best teachers!

3. Peer assignments. Assign two students to a common task. The students may confer with one another, contributing what they can. For example, in a primary class, a student might create number stories in math and another might act out the story with manipulatives and write the story in numerals, e.g., "A farmer planted five seeds. Three grew. How many didn't grow? 5 - 3 = 2." Or, as two students weigh objects found on a scale at the Science Center, a beginning English learner might fill in the chart with weights of items collected while the more fluent speaker calls out the number.

In a secondary class, a student might ask another to listen to a draft of a story and make suggestions. Or, as two students perform a science experiment together, a beginning English learner might draw the experiment while the more fluent speaker narrates observations. Two or more students might work together to find answers to text-generated questions. Searching for answers can become an exciting game.

"Numbered Heads Together" is an effective cooperative technique for helping students share responsibility for one another's learning. Students in groups of about four count off so that each student has an assigned number (1-4) or color (red, green, yellow, blue). (For young children, use colored tags on strings to avoid confusion.) The teacher asks a question, and each group discusses and agrees on an answer which each member of the group

must be prepared to provide. Then the teacher calls out a number (or color), and students with that number (or color) are chosen to answer the question.

4. Cooperative projects. Divide students into small groups (4-6 in a group is ideal) to produce a product together, such as completing a puzzle, creating a picture, dramatic skit, book, or mural. The project should include opportunities for cooperative planning, use of manipulative materials, synthesizing ideas, and reaching group consensus. If cooperating in groups is to be successful, you must provide children with adequate support in learning the necessary skills. Begin with projects that entail bringing individual pieces of work together (such as individual pictures and dictated or written poems edited and combined into a group-made book). These projects will allow students to learn to plan and work together as a group. Later on, assign group projects that require more sophisticated collaborative effort. Rotating leadership and leadership roles (e.g., discussion leader, recorder, positive responder, question-asker) in small groups can give students a chance to learn valuable leadership skills.

4. Jigsaw. In this more complex cooperative learning strategy, students use the division of labor to simplify a difficult task and information gaps to promote meaningful interaction. Divide the class into teams. Each team works on the same set of learning tasks.

Each group member within a team has a different task. Members of different teams with the same learning task come together to collaboratively become "experts" in that area of the learning unit. The "experts" in each area then return to their original teams and teach what they learned to the rest of their group. For example, a class studying a unit on San Francisco could be divided into five groups each with five members. One person in each group is to become an expert on the history, one on the people, one on geography, one on the weather, and one on tourist attractions of the city. Students studying each topic meet together to learn cooperatively all that they can about their particular topic. When students return to their original groups, each student is an expert who holds one piece of the "puzzle." Students can put the "jigsaw puzzle" together as they teach one another about San Francisco and produce a product showing what they have learned.

Keep several things in mind when using these cooperative learning strategies:

First, ensure that groups represent a cross-section of the class as to sex, ethnic background, and language competence so that all students will have access to a variety of language and cognitive input that will promote their language development. Reorganize groups when necessary to achieve your teaching goals. Occasionally, but not always, group students for specific learning needs or purposes.

Second, have a wide variety of materials available and accessible to students to accommodate all of the different levels of language ability. For ESOL beginners, use picture books, puzzles, picture cards, learning centers, manipulatives, games, art materials, etc. For more advanced students, include books, periodicals, charts and maps.

Third, teach, model and practice group activities such as planning, brainstorming, organizing materials, and discussion techniques which help students reach consensus before asking students to do them. For example, work with students to plan and make a mural about Halloween,

then remind them of the steps in that planning process before guiding groups in planning and making a mural for Thanksgiving. By spring, groups should be able to make murals and design instructional bulletin boards independently!

Finally, find ways to reward and recognize cooperative learning. Display group products in the school or in the neighborhood public buildings and businesses (this also promotes good public relations for the class and the school). Use notes, journals, or a message board to compliment students who confer with one another or tutor peers well. Write notes to parents and articles praising group efforts for the class newsletter or school newspaper.

Resources on Cooperative Learning in Multicultural Classrooms

Cohen, E.G. (1986). *Designing groupwork: Strategies for the heterogeneous classroom.* New York: Teachers College Press.

Coelho, E., Winer, L., & Olsen, J. (1989). *All sides of the Issue: Activities for cooperative jigsaw groups.* Hayward, Ca: Alemany Press.

Enright, D.S. & McCloskey, M.L. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom.* Reading, MA: Addison-Wesley.

Johnson, E. W., Johnson, R. T. & Holubec, E. J. (1991). *Cooperation in the classroom: Revised.* Edna, MN: Interaction Book Company.

Johnson, E. W., Johnson, R. T., Holubec, E.J. & Roy, P. (1984). *Circles of learning: Cooperation in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kagan, S. (1986). Cooperative learning and sociocultural factors in schooling. In *Beyond language: Social and cultural factors in schooling language minority students* (pp. 231-98). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.

Kagan, S. (1988). *Cooperative learning: Resources for teachers.* Laguna Niguel, CA: Spencer Kagan, Ph.D.

Orlick, T. (1982). *The second cooperative sports and games book: Challenge without competition.* New York: Pantheon.

Slavin, R. E. (1983). *Cooperative learning.* New York: Longman.

THE LANGUAGE EXPERIENCE APPROACH[4]

The language experience approach is readily adaptable to second language learners at all grade levels. The approach has a number of characteristics which help ESOL students learn the characteristics of the English language. It is also especially effective for teaching ESOL students, young and old alike, who have had little previous schooling how to read for the first time. Students learn that what they say is important enough to be written down; they learn how language is encoded by watching as their oral language is put into print; and they use familiar language -- their own -- in follow-up activities which investigate language structures they have learned, including left-right, top-bottom progression, letter-sound correspondence, spelling patterns, sight vocabulary, and conventions of print. When the language experience approach is adapted for older students, it becomes a useful strategy to teach such study skills as taking notes and summarizing knowledge.

There are six basic steps in the approach:

1. Share and discuss an experience. This can be any kind of activity such as: taking a field trip, cooking, examining a math process, playing a game, or role playing, reading a book (wordless or with words), telling a story, performing a science experiment, sharing an anecdote, comparing and contrasting two items or concepts, viewing a film or a video.

2. After the discussion, elicit dictation from individuals or the group. Write students' suggestions on the blackboard, chart paper or overhead projector for all to see, using students' exact words without correcting or changing.

3. With the students, read and revise the story together. Periodically, read back the dictation, asking if it is what the students intended. Encourage students to suggest changes to improve the piece. In the context of taking dictation and helping students with revision, you can teach and reinforce such skills as letter-sound correspondence, usage, capitalization, punctuation, and word endings and parts. You can also teach such composition skills as using a strong lead and organizing a story chronologically. The revised story is copied to be saved and re-used.

4. Read and re-read the story together. Individuals may read with or without you, and the class may read in chorus. Invite students at various levels to participate in different ways (see the "Shared Book Experience" strategy). Having students of different proficiency levels work together can be very helpful.

5. Have students use the piece in many follow-up activities, including matching activities, writing activities, copying, unscrambling words or sentences from the story, etc. Students can illustrate the parts of the story that they dictated, making a cover and turning the story into a unit report, a class small or big book. Select follow-up activities appropriate for grade levels and language proficiency. Beginning

[4] Adapted from McCloskey, M. L. & Nations, M. J. (1988). *English Everywhere: An Integrated Curriculum Guide.* Atlanta, GA: Educo Press.

students might search for certain words and underline them, read the story in chorus, or participate in an oral cloze activity. (In a cloze activity, every nth word is left out of a passage for students to fill in.) Intermediate students might unscramble sentences, choose words and make cards for a word bank, or match sentence strips to sequenced pictures from the story. Duplicate the story and have students use small copies for reading, selecting, and practicing vocabulary words.

Young children may enjoy making covers for their own copies of the story, illustrating the pages, and taking the books home to read to family members. Older students can use language experience stories as review sheets to reinforce learning and to get ready for assessment activities.

6. Students may move from reading their own or class pieces to trading and reading one another's work. They may also move from dictating to the teacher to writing their own pieces. This is an excellent activity for students in upper grades to summarize their learning about a particular lesson or unit of instruction.

Resources for The Language Experience Approach

Ashton-Warner, S. (1963). *Teacher.* New York: Simon & Schuster.

Dixon, C. & Nessel, D. (1983). *Language experience approach to reading (and writing): LEA for ESL.* Hayward CA: Alemany.

Rigg, P. (1989). Language experience approach: Reading naturally. In Rigg, P and Allen, V. (Eds.), *When they don't all speak English*, pp. 65-76. Urbana, IL: NCTE.

Van Allen, R. & Allen, C. (1976). *Language experience activities.* Boston: Houghton Mifflin.

READING ALOUD[5]

Fluent early readers are children who have been read to. Although reading aloud is important for all students, it is especially important for second language learners, who have not been introduced to the English language on the knee of someone who loves them most of all. If a teacher reads aloud daily, and well, students who are learning English will mirror the teacher's enthusiasm for the English language and for reading. In addition, they will be motivated to read for pleasure by associating reading with warm moments spent with a caring adult. They will learn about holding and using books. They will acquire the vocabulary and structures of the language, as well as a sense of the structure of stories.

Here are a few pointers for improving your read-aloud sessions:

1. Make your reading time a close, happy, comfortable one. You may choose to sit in a special "author's chair" when you read. Seat the students comfortably near you. At various times read to the whole class, small groups, and individuals. Invite special individuals -- the principal, the district supervisor, parents, your congressr your best friend -- to read aloud to your class.

2. If you are using books or magazines with pictures, make sure that all the students can see the pictures easily. Select books that have large, clear pictures to share with the whole group. After you have read them aloud, make books with smaller pictures available so that students may enjoy them at their leisure.

3. Select books that you like. Work with your librarian to find good books that suit your taste and your students' interests and ethnic and cultural backgrounds. Use references, such as *The Read-Aloud Handbook* (Trelease, 1982). Choose books with clear, realistic pictures that tell a story by themselves to help English learners follow along.

4. Share books with small groups often. By doing this, you can monitor your students' interests and interact frequently with individuals about books.

5. Introduce books carefully. Give your personal introduction to a book you have carefully selected and can't wait to share with students. Bring the author and illustrator to life by telling who they are and what they do. In most school and public libraries, references, such as *About the Author*, are available for your background reading. Students will learn that books are written by real people, and that they, too, can learn to write books.

6. Activate background knowledge and focus students' attention before beginning the story. Before reading, introduce the topic by asking students what they know about it from their own cultural experiences. For example, when introducing *Amelia Bedelia Plays Ball*, by Peggy Parish, have students share what they know about team sports or games from their own heritage. With young and/or beginning language learners, props or "realia" are very helpful. Bring in a toy mouse when reading *If You Give a Mouse a Cookie* by Laura Joffe

[5] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

Numeroff, or keep a spider in a screen-covered aquarium as you read *The Very Busy Spider* by Eric Carle. Follow up a trip to the zoo by reading *I Am Eyes: Ni Macho* by Leila Ward.

7. Reading aloud well comes to few of us naturally, so practice. Pay attention to your voice. Develop your expressiveness, varying pitch, volume, and pace of reading. Create different voices for different characters. And don't read too quickly -- English learners need time to build mental pictures of what you are reading.

Suggestions for book selection for students who are acquiring English:

- **In selecting books for readers at different stages in their language development, pay attention to your students' response to the books.** Read books that hold students' attention. Don't worry about a few passages or words that students don't completely understand. You want to stretch students' attention spans and challenge them. Don't, however, shoot way over students' heads and frustrate them. Retell events before and after reading the story to help beginning and intermediate students know what is going on. Watch students' faces as you read. If a number of students are frustrated or bored, stop and review the plot. If many students are not enjoying the book, find another selection.

- **For beginning language learners, start with wordless books (such as Mercer Mayer's), simple predictable picture books (such as the Big Books put out by several publishers), and rhymes (such as Mother Goose) and other poems.** When reading aloud, encourage beginning listeners to ask questions and make contributions, and don't hesitate to read favorite stories over and over. Encourage students to join in on predictable lines like, "I think I can, I think I can" from *The Little Engine that Could* by Watty Piper or "I meant what I said and I said what I meant," (from *Horton Hatches the Egg* by Dr. Seuss).

- **As your students learn to love and listen to books, move up to short storybooks** by such authors as Dr. Seuss, Bill Peet, Tomie de Paola, Ezra Jack Keats, and Judith Viorst, to mention just a few. The Children's Book Press in San Francisco is publishing beautiful picture books by and about people from many cultures. Keep reading poetry to the students, too (try Arnold Adoff, Charlotte Zolotow, Karla Kuskin, and X. J. Kennedy), and share interesting selections from nonfiction picture books and students' magazines (perhaps nature books such as *Zoobooks, Ranger Rick,* or *National Geographic World*).

- **Focus on one author or subject for a while.** Give students repeated exposure to a favorite author, and read a number of books on a common topic or theme, so that language learners can hear the same terms and concepts used in different contexts. Their comprehension will grow as they build on previous experience. Help students compare and contrast different works by an author or by different authors. Choose books purposefully to help students discover themes, formats, styles, and types of literature used by various authors.

- **Make your story selection multicultural.** Find and read stories that present different countries and ethnic groups, including those represented in your class. Look for books that show people of different cultures respecting one another's differences yet working and living together. *Abiyoyo*, by Pete Seeger, is an excellent example of such a book.

Resources for Reading Aloud

Atwell, M. (1985). Predictable books for adolescent readers. *Journal of Reading*, Oct 18-22.

Durkin, D. (1966). *Children who read early.* New York: Teachers College.

Hough, R. A., Nurss, J. R. & Enright, D. S. (1986). Story reading with limited English speaking children in the regular classroom. *The Reading Teacher.* 39 (6), 510-514.

Hudelson, S. (1985). Beginning reading and the bilingual child. *Dimensions*, 13, 510-514.

Monson, D. L. (Ed.). (1985). *Adventuring with books: A booklist for pre-K-grade 6.* Urbana, IL: National Council of Teachers of English.

Oppenheim, J., Brenner, B. & Boegehold, B.D. (1986). *Choosing books for kids.* New York: Ballantine Books.

Reed, Arthea J. S. (1988). *Comics to classics.* Newark, DE: International Reading Association.

Roser, N. & Frith, M. (Eds.). (1983). *Children's choices: Teaching with books children like.* Newark, DE: International Reading Association.

Smallwood, B.A. (1990) *The literature connection: A read-aloud guide for multicultural classroom reading.* Reading, MA: Addison-Wesley.

Trelease, J. (1982). *The read-aloud handbook.* New York: Penguin Books.

Recommended Anthologies

de Reigniers, B. S. (Ed.). (1988). *Sing a song of popcorn.* New York: Scholastic.

Fadiman, C. (1985). *The world treasury of children's literature (Vols. 1-3).* Boston: Little, Brown and Co.

Koch, K & Farrell, K. (1985) *Talking to the sun.* New York: Holt, Rinehart & Winston.

McCloskey, M. L. & Stack, L. *Voices in Literature.* Boston: Heinle & Heinle, 1992.

Prelutsky, J. (1983). *Random house book of poetry for children.* New York: Random House.

Prelutsky, J. (Ed.). (1986). *Read-aloud rhymes for the very young.* New York: Alfred A. Knopf.

SHARED READING[6]

Shared reading is an effective literacy development strategy for groups of students functioning at a wide range of levels. Beginning language learners hear the rhythm of the language along with much repeated vocabulary. Intermediate students can use reading-like behavior while reciting from the books or following the teacher. Advanced students can read independently, using as many cues as they know. The pace, positive teaching, and meaningful context all maintain student attention and promote rapid learning.

Shared reading requires teacher-made, student-made, or published poster-sized books which can be seen and read by a group of students or by the whole class at once, or text on a transparency for the class to use. The text should be well written, appealing to students, and predictable, using rhyme, rhythm, repetition, and clear illustrations to make the contents accessible to students who are learning English. Big books or language experience charts authored by the teacher, students, or both together are also appropriate for shared reading. Students can also hold individual copies of the same piece.

A sample daily shared reading session might look like this:

1. Tune in. Get students' attention by beginning with familiar songs and poetry using a pointer to follow along on enlarged print charts.

2. Share favorite stories. With students, re-read familiar stories, poems, and songs in unison. Encourage students to choose their favorites. Between readings, point out elements of reading, using the various cue systems: semantic, context, syntactic and graphophonic. Teach students directional conventions, prediction, self-correction, sight vocabulary, letter-sound associations, letter names, conventions of punctuation, and intonation patterns in the context of reading.

3. Introduce a new story. Introduce the topic so that children can put it in a familiar cultural context. Gathering mussels from underneath the ice as described in *The Very Last First Time*, by Jan Andrews, may seem very alien to some students, but they can identify with the "first" time they were considered old enough to do something without adult supervision. Help the students use picture cues and word-solving strategies in the context of the new piece, modeling how print is unlocked and building up anticipation so that the students can't wait for the new story.

4. Read aloud. Give a dramatic model reading of the story from beginning to end. Students may begin to chime in on repeated sentences or phrases. Then have students share ideas and feelings about the story. Follow with a second choral reading, and perhaps a third, with students doing more of the reading each time.

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[6] Adapted from McCloskey, M. L. & Nations, M. J. (1988). *English Everywhere: An Integrated Curriculum Guide.* Atlanta, GA: Educo Press.

5. Students read independently. Have the students read or "pretend read" familiar stories individually or in small groups. Encourage them to play the role of the teacher, pointing at the text as they read to one another. Make these stories available to students during Book Sharing Time.

6. Students respond through follow-up activities. Have students participate in related arts activities: painting, mural-making, dramatizing, puppetry, mime, all based on the story's theme and plot. For example, after shared choral reading of the Navajo chant "There Are No People Song," the students might videotape the chant or perform it for visitors or another class.

7. Adapt trade books. After much exposure to a book through shared reading, encourage students to innovate on the literary structure of a shared book by writing or dictating adaptations of favorite books or poems. They can make their adapted trade book as a class, in small groups, or independently with you or another adult. For example, the students who read the Navajo chant might collect and write down chants from their own cultures of origins.

Resources for Shared Reading

Barrett, F. L. (1982). *A teacher's guide to shared reading.* Richmond Hill, Ontario, Canada: Scholastic TAB Publications, Ltd.

Holdoway, D. (1979). *The foundations of literacy.* Auckland: Ashton Educational.

McCloskey, M. L., Linse, C. & Hooper, S. (1991). *Teaching Language, Literature and Culture.* Reading, MA: Addison-Wesley.

Smith, F. (1975). *Comprehension and learning: A conceptual framework for teachers.* New York: Holt, Rinehart & Winston.

TEACHING STORY STRUCTURE[7]

Students learning to read English as a second language have some disadvantages in relation to native speakers. ESL students lack background knowledge of the culture, which is the context of written and spoken English. Furthermore, a particular content schema or structure may be culturally specific and not be part of the language learner's cultural background.

Through careful choices of texts and careful introduction of these choices, teachers can both provide students with literature which they can comprehend and help students to acquire the necessary background cultural knowledge and schemata of written English. The particular schema which is addressed in this section is that of story structure or story grammar. Native language speakers often have acquired a concept of how a story is structured in their language before they reach school age. The grammar of a narrative has been described in a number of ways, but is usually given steps similar to these seven:

(1) *setting* - where the story takes place
(2) *initial event* - the event that spurs the protagonist into action
(3) *simple reaction* - an emotional response to the initial event
(4) *goal-setting* - a decision to do something about the problem set up by the initial event
(5) *attempt to reach the goal* - the main character tries to solve the problem
(6) *outcomes* - consequences of the attempts
(7) *reaction* - the protagonist's reaction to the events in the story.

Advanced learners, with help and support, can understand and use all seven steps. For beginning and intermediate students, use simpler story "maps" (see 6c) to help students understand the structure of stories and write their own.

What kinds of literature will help your students acquire story structure? The following literature types are appropriate both as read-aloud selections and as books for the beginning reader:

1. Select reading materials that reflect students' cultural backgrounds. Include stories that take place in students' native countries, stories that students may have heard or read in their native languages, stories with characters from the students' native cultures, or stories about children or adults who experience a new culture. Sources for multicultural literature are found in the suggested resources list.

2. Select books about experiences common to all cultures and about the cultures and people represented in the class. Student's own writings are also excellent sources.

3. Select books that provide students with needed cultural background. Think about experiences that students need to learn about in order to deal with their new culture and select literature or help students write language experience stories about them.

[7] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

4. Choose predictable books and poems. Because predictable books have student-oriented vocabulary and content, and repetition of language, they are very appropriate for beginning and intermediate students. By the time a teacher has read a few pages of one of these books, students begin to predict what will come next. Use well-illustrated works when possible. Pictures provide visual cues to the story structure. For older students poem-stories make good predictable texts and classic comic books are age-appropriate picture books.

5. Choose wordless picture books. Wordless books like those by John Goodall and Anno tell a story with pictures, and give the student valuable opportunities to construct the language to go with them. You can often find wordless picture books designed for older students from publishers who specialize in ESOL materials.

6. Encourage narrow reading. Reading on a single topic or focusing on works of a single author will help minimize interference from the text, and thus be more efficient for second language learners. If your students take a liking to Langston Hughes, read them as many of his works as you can find. Research and share with the students some background information on the author. Libraries have reference series to help you, e.g., *Something About the Author.* If a group of students is interested in tornados, help them find every book and article they can on the topic. Let them become experts.

What can you do when presenting the literature to help students acquire story structure?

a. Use cueing strategies. Use verbal cueing strategies such as changes in voice for various characters, pauses to indicate changes in events and dramatic moments, and exaggerated intonation for key words and concepts. Use nonverbal cueing strategies, such as pointing to illustrations or parts of illustrations and using facial expressions, gestures, and actions to accompany key events in the story.

b. Use questions as a "scaffolding" technique to clarify meanings of words, to develop concepts, to encourage both literal and inferential comprehension, to relate the story to the students' own experiences, and to bring out the story map, or the elements of the story grammar (examples of both are included below).

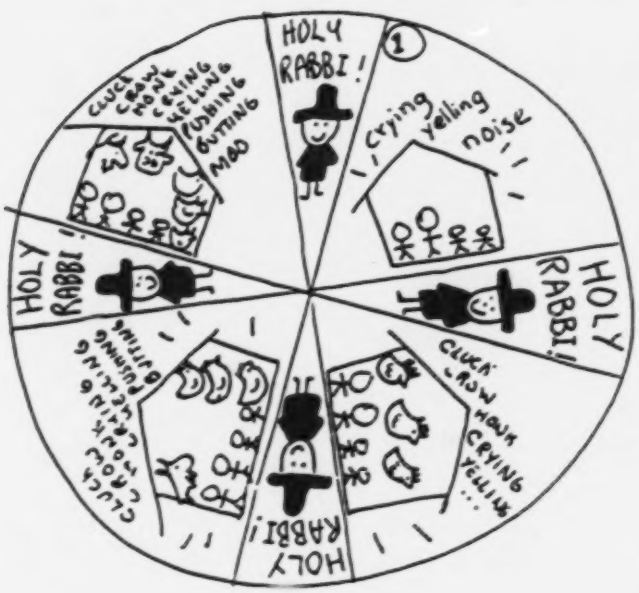
c. Use diagrams or charts of the story map to provide students with visual pictures of the structures of stories. After you have introduced some simple story diagrams, use the strategy inductively by having students suggest the parts of the map as you draw them. Students can also make their own maps and diagrams of popular stories. Story diagrams are an appropriate pre-writing as well as pre-reading and review strategy. Diagrams of three stories of varying complexity in structure might look something like the examples shown.

Line story - the story has a cumulative linear sequence.

THERE WAS AN OLD WOMAN WHO SWALLOWED A FLY

Circle Story – the story ends back where it begins

IT COULD ALWAYS BE WORSE
A Yiddish folktale by Margot Zemach



More complex story with all the basic elements. Most folktales, short stories, and novels include these parts, sometimes in repeated and more complex patterns. As you begin, help students pick out essential elements. The diagram can become more and more complex as stories and students' understanding of concepts deepens.

	JOHN HENRY[8]
SETTING/CHARACTERS	John Henry, steel driving man, is born. Railroad is his destiny.
INITIAL EVENT/PROBLEM	The Captain introduces the steam drill.
REACTION	John Henry is angry.
GOAL-SETTING	John Henry swears to beat the steam drill.
ATTEMPT TO REACH GOAL	John Henry races the steam drill, driving spikes through rock in the tunnel.
OUTCOMES	After a great struggle, the steam drill breaks down. John Henry wins.
REACTION/RESOLUTION	John Henry dies from the effort, but is recognized by all.

[8] In *Prentice Hall Literature: Silver* (1989). Englewood cliffs, NJ: Prentice Hall. pp. 662-666.

Resources for Teaching Story Structure

Carrell, P. L. & Eisterhold, J. C. (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17 (4), 553-573.

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 4,126-135.

Jacobson, H. & McMullen, K. (1986). The development of children's story-structures: Qualitative or quantitative change? Presented to the 16th Annual Symposium of the Jean Piaget Society. Philadelphia, PA.

Johnson, P. (1982). Effects on reading comprehension of building background knowledge. TESOL Quarterly, 16 (4), 503-516.

Olson, M. W. (1986). Making the most of reading aloud: Use a story map. *Dimensions*. 12 (3), 12-14, 26.

Schmidt, V.E. & McNeill, E. (1978). *Cultural awareness: A resource bibliography*. Washington, DC: National Association for the Education of Young Children.

Steffensen, M., Joag-dev, C. & Anderson, R. (1979). A cross-cultural perspective on reading comprehension. *Reading Research Quarterly*. 15 (10), 10-29.

Tiedt, P. L. & Tiedt, I. M. (1979). *Multicultural teaching: A Handbook of activities, information, and resources*. Boston: Allyn & Bacon, Inc.

PROCESS WRITING IN MULTICULTURAL, MULTILINGUAL CLASSROOMS[9]

An integrated approach to writing has many advantages for students' language learning. Students begin reading with words that they have written and that are in their own speaking vocabularies. They learn reading skills, such as phonics, in a purposeful, meaningful context and so are more prepared to comprehend what they read. Students become more independent language learners through writing and become aware of their own writing strategies. They learn to use many resources including peers, teachers, other adults, and reference works. Students who write frequently learn spelling and grammar skills better as they use them in their composition than when they are drilled in these skills without the opportunity to compose.

Students need daily experiences with composition. Like learning to speak a first or second language, learning to write is a gradual developmental process. Just as we are thrilled with a baby's first attempts at speech, we should be delighted by a student's first attempts to write. For beginning students, composition may consist of dictating and/or writing in a native language. Students may progress to labeling pictures in English and writing important words, such as family names. Gradually, given encouragement and ample opportunity to write, students begin to write longer pieces about topics that are familiar and important to them.

Begin by creating a climate that promotes writing. A writing classroom is a classroom where:

1. Students' writing is valued. Teachers are genuinely interested in what students have to say and encourage this interest among students. Students' attempts to write and to progress in writing are celebrated, and mistakes are seen as a natural part of the development process. Select a place of honor -- an author's chair or stool -- where students can sit when they share their writing with the class. You may sit in this same chair when you represent the author in read-aloud activities.

2. Students write frequently for an authentic audience. Their writing is meaningful, purposeful, and about topics they choose. Not only teachers, but peers, parents, and persons in the school and greater community provide an audience for student writing.

3. The environment is language- and literature-rich. Students are surrounded with examples of good writing by both published authors and peers. Students are read to daily, and books, authors, and writing are hot topics for discussion.

4. The environment is print-rich. The physical environment offers many reasons and opportunities to read and write. The room has interesting charts, books, labeled posters and written instructions or rebus signs and symbols to follow directions at a learning center. Much of the writing posted around the room is the students' own work. Students have many occasions to write. Beginning students might sign their names on an attendance sheet in the morning and write or copy their own notes

42

[9] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

to parents to give them important information about school events. Intermediate and advanced students might write messages to teachers and peers, letters to request information on a topic they are studying, records of their favorite sports teams, essays for job or school applications, letters to penpals and family members, or journal entries about literature and content areas.

5. Students write in many modes: lists, informative pieces, personal narratives, descriptions of persons, scenes, or events, directions, reports, notes, outlines, letters, poems, jokes, etc. Your students are very different from one another; a wide range of writing activities will help you address each student's learning style.

The Writing Process

Six steps in the writing process are described here: prewriting, drafting, sharing or conferring, revising, editing, and publishing. Not all steps are used with all types of writing; neither are all used with every piece a student writes. Certain stages may be changed or omitted depending on the student's age and proficiency at writing. For example, inexperienced writers are not expected to use revision extensively and often publish "first drafts." Experienced writers, on the other hand, often do not need elaborately structured prewriting experiences but can prepare to write privately.

Step 1: Prewriting

Prewriting experiences help students to develop the need and desire to write and to acquire information or content for writing, as well as necessary vocabulary, syntax, and language structures. To help students get ready to write, provide:

a. Talk and listening time, including language experience activities.

b. Shared experiences such as trips, plays, interviews, cooking demonstrations, or films.

c. Wide exposure to literature appropriate to the students' age and language proficiency. For beginning second language learners, include predictable books and wordless books.

d. Drama activities, including role playing, mime, and storytelling.

e. Opportunities to study, discuss, and map story patterns and structures (see Story Structure).

f. Using semantic mapping to elicit vocabulary and organize ideas.

g. Opportunities for students to prepare for writing by exploring what they know -- their own personal experiences or subjects they have studied in depth.

h. "Freewriting" -- having students write anything that comes to them, without stopping, for a short period of time.

i. "Sunshine Outline" -- this graphic technique for outlining helps students to generate basic information to prepare for writing by asking the basic newswriter questions. The students draw rays coming from a sun and write a question word on each ray: who, what, when, where, why, how. Then the students write a phrase or two about the writing topic which answers each question and use this outline to write their pieces.

Step 2 - Drafting

When drafting, students write quickly to get ideas down, working for fluency without worrying much about mechanics. They are encouraged to think of writing as mutable, not as "done" once it is put to paper. Students are encouraged to spell based on the sound of letters and words that they know.

Remember to:

a. Write along with the students. Model being a writer and produce your own pieces to share with students.

b. Encourage students to "spell as best they can," using their knowledge of the alphabet, phonics, familiar words, and information around the classroom. Your students may be a little frustrated with this at first, but if you persist in not providing too much help, they will become more confident writers. Encourage them not to interrupt the flow of ideas at this point to look up lots of words. They may use dictionaries, thesauruses, and "spell check" on the computer to edit and revise at later stages in the writing.

c. Provide writing experiences daily. Journals or learning logs may be helpful.

d. Encourage students to refer back to maps, webs, jot lists, and outlines they have made during pre-writing.

Step 3 - Sharing and Responding to Writing

In this step, students share their writing in small groups, large groups, or individually with the teacher. Teacher and students give one another encouragement and feedback or input on the writing in preparation for revision. Suggested activities follow.

a. To model and teach the conferencing process, share and discuss with the class an anonymous piece of writing (written by you or by a student from another class or year). An overhead projector is very helpful in this activity. Model giving encouraging and specific responses to writing.

b. Use peer conference groups and train students to use **"PQP"** in their responses to others' writing -- **P**ositive feedback, **Q**uestions to clarify meaning, and suggestions to **P**olish writing.

c. Have students read their writing aloud in regular individual or small group conferences. Reading aloud helps students evaluate their own writing in a situation where they can get suggestions from others. Begin peer conferences by demonstrating appropriate skills as in (a) above. Motivate students through your regard and respect for their writing. Begin with pair groups and short, structured times, e.g., five minutes, during which each partner finds something he/she likes about the other's piece.

d. Respond to students' writing in interactive journals. (See Classroom Correspondence Strategy.)

Step 4 - Revising Writing

In this step, students revise selected pieces of writing for quality of content and clarity of expression. Not all pieces are revised, only those in which the student has a particular interest and for which the student has a particular audience in mind. Revision activities include:

a. Demonstrating revision techniques such as using editorial symbols on the overhead or physically cutting and pasting a chart-sized paper or transparency to rearrange text.

b. Using a word processor to make revisions.

c. "Mini-lessons" -- demonstrations/ discussions of qualities of good writing, e.g., clarity, voice, sense of audience, appropriate sequencing, word choice, lead, ending, transitions, etc., in preparation for revision. It is best to focus on one skill per writing project; as students accumulate skills, they can revise for these aspects in their writing.

d. Students applying revision guidelines and suggestions to their own work. When appropriate, encourage students to share (Step 3) and revise (Step 4) several times until they are satisfied with the content of their work.

Step 5 - Editing

In this step, students, with the help of peers and teachers, fix up mechanics of usage and spelling. Editing standards are different for students of different ages and at different stages in their writing. This step is only carried out when there is a purpose and an authentic audience for the writing, i.e., a piece is going to be published. Editing activities may include:

a. Making a chart for classroom walls or folders that lists editing skills which have been taught to students and which they may use as a checklist when they edit;

b. Creating an editing center with resources: editing chart, dictionary, thesaurus, grammar reference, computer with spell check. Alternately, students could keep a chart of editing skills they have acquired;

c. Conducting editing mini-lessons and conferences with individuals, small groups, and full groups. You might require an editing conference before a student's final draft;

d. Helping students make personal spelling, translation, or picture dictionaries for their use in checking spelling or usage;

e. Peer edit exchanges or conferences.

Step 6 - Publishing

Through publication, the writing is presented to the public and celebrated. Although new language learners' writing is often published in draft form, writing of older and/or more proficient writers will be revised and edited before publication. Middle and high school students probably need some protection from adverse audience response -- perhaps an editing conference with you before work is prepared for presentation to outsiders.

Publishing gives students an authentic reason to write. Publish students' writing often. Parents might be willing to help you with the mechanics of bookbinding. This is a way for parents who may lack confidence in English to help the teacher and contribute to their children's literacy development. See the boxed list of suggested ways to publish student writing.

Ways to Publish Student Writing

- *Put writing on walls and in halls*
- *Read writing aloud to the class, over the loud speaker, at PTA meetings, at assemblies*
- *Write stories or folk tales to share with younger students*
- *Make a video of students reading their pieces*
- *Bind students' writings into individual books*
- *Bind contributions from each student into a class book, for example, a poetry anthology, short story collection, or nonfiction collection*
- *Put cards and pockets in the backs of student- or class-made books for check-out from the class library*
- *Make a class newspaper or literary magazine*
- *Put student-made posters, book jackets, charts, etc. on the wall*
- *Mail letters*
- *Print a useful book to sell or give away in the community, such as an ethnic restaurant guide, a multicultural cookbook, or a local history*

Resources for Process Writing in Multicultural, Multilingual Classrooms

Ammon, P. (1985). Helping children to learn to write in English as a second language: Some observations and some hypotheses. In S. W. Freedman (Ed.), *The Acquisition of written language: Response and revision* (pp. 65-84). Norwood, NJ: Ablex., 65-84.

Calkins, L. (1986). *The art of teaching writing.* Portsmouth, NH: Heinemann.

Cazden, C. (1972). *Child language and education.* New York: Holt, Rinehart & Winston.

Edelsky, C. (1986). *Writing in a bilingual program: Había una vez.* Norwood NJ: Ablex.

Hudelson, S. (1984). Kan yu ret an rayt en Ingles: Children become literate in English as a second language. *TESOL Quarterly, 18*(2), 221-238.

Krashen, S. D. (1984). *Writing: Research, theory and applications.* Elmsford, NY: Pergammon Press.

Lyons, B. (1981). The PQP method of responding to writing. *English Journal,* 70 (3), 42-43.

Newman, J.M. (Ed.). (1985). *Whole language: Theory in use.* Portsmouth, NH: Heinemann.

CLASSROOM CORRESPONDENCE[10]

Dialogue writing, in which two participants "converse" in writing, incorporates the interactive aspects of conversation and the solitary nature of essayist writing. Thus, dialogue writing can provide a bridge between these two forms of communication. Classroom correspondence can provide a natural means by which students move from oral communication in English to a new skill, writing for an unseen audience. To encourage written exchanges in the classroom, provide a print-rich environment, change a few rules or routines (e.g., teach students that they may not interrupt your small group lesson but may pass you a note) and set up particular activities for written exchanges. Three examples of classroom correspondence activities are:

1. **Message board/mailboxes.** Set up a bulletin board where folded notes can be tacked with the name of the intended recipient on the outside, individual mailboxes into which messages can be placed, or use a computer "message board." Begin writing short notes to students asking questions, commenting on their successes in school, relating interesting events, or perhaps just drawing and labeling a little picture. Encourage students to respond to your notes and to begin exchanging notes with one another. Remember that the success of the message board depends on your enthusiasm and effort in using the board and in modeling and suggesting interesting variations for its use. Encourage students to explore their own topics on the message board and suggest topics of your own, for example, a joke or riddle exchange. To manage the message board effectively, you may prefer to set aside special times when students can post and collect messages.

2. **Interactive journals.** Encourage students to write frequently in a bound journal about topics of their own choice. Carry on a conversation with your students in the journals. You and your students may exchange questions, report personal experiences, make promises, evaluate classroom activities, offer contributions to the class, apologize, give directions, complain, or state opinions. In your responses to student writing remember these basics:

   a. **Use a direct conversational style.** Match the length of and level of reasoning of your response to the student's language proficiency and cognitive abilities.

   b. **Give new and interesting information** in your responses which model more complex language and make reading interesting.

   c. **Ask real questions** which seek student opinions and information that you don't already know.

   d. **Rather than correcting language errors directly, "correct by modeling."** When students make mistakes, use the same language features in your response, but use them correctly. For example, if a student writes, "I hate et the carrot!" You might respond, "I don't hate to eat carrots, but I do hate to eat liver!"

[10] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

Writing responses in interactive journals take time. Be realistic about how often students should look for your responses. You might have five or six students turn in their journals each day so that you can be sure to respond to each student once a week. After modeling the use of interactive journals with students, encourage them to communicate their learning and experiences with one another through "buddy journals."

3. Letter Writing. Letter writing is a more formal method of carrying on written dialogue in the classroom for students who have attained some proficiency with the written language. Rather than having students writing letters as an exercise, use any occasion that comes your way to have students write letters with real purpose. They may write letters home to parents to give important messages about events at school, letters to penpals, invitations to special events, thank you notes to visitors, letters requesting information, fan letters to sports or movie stars, or opinion letters to school officials or politicians. Use the writing process when appropriate to produce polished letters for mailing.

Resources for Classroom Correspondence

Dalle, T. S. & Hall, C. (1987). Penpal journals for cross cultural communication. TESOL *Elementary ESOL Education News, 10*(2), 1-2.

Georgia TESOL. (1986). Writing to policy/decision makers. *TESOL in Action, 1*(1), 1-7.

Kreeft, J. (1984). Dialogue writing -- Bridge from talk to essay writing. *Language Arts. 61*(2), 141-150.

Staton, J. (1983). Dialogue journals: a new tool for teaching communication. *ERIC/CLL News Bulletin*, 6, 1-6.

LANGUAGE LEARNING IN THE CONTENT AREAS[11]

Language teaching to students who are acquiring English should take place all day in all content areas. These students have no time to waste. They cannot wait until they are proficient in English to learn content area concepts and vocabulary. Although their thinking skills have developed in another language up to this point, students who are acquiring English are capable of thought processes as sophisticated as those of their peers. They have valuable knowledge that is waiting to be tapped, and they need to continue developing their high-level thinking skills. What's more, the adaptations that you make in your content-area teaching to accommodate second language learners will benefit proficient English-speaking peers as well.

1. Suggestions for adaptation of content area teaching:

a. Provide "survival" vocabulary and structures for the content area. Set up activities and centers to help students learn basic terms so that they can understand a subject. For example, place language master cards with prerequisite terms and a language master at the learning center for the use of students who need them.

b. Make use of peer tutors and peer study or problem-solving groups. By having students work together to solve academic problems, you set up the need for them to talk using academic terms related to content instruction. This provides meaningful practice of academic terms. Another strategy is to have an able reader study for a test by paraphrasing the textbook for a less proficient student, and both will increase their knowledge of the content.

c. Make the learning concrete. Supplement the textbook by bringing in objects related to the area being studied; invite in visiting experts; use games and role play participation in learning; and provide many hands-on experiences. Use graphs, charts, and checklists with picture cues to help language learners follow what you are teaching.

d. Offer a variety of modes for students with a variety of learning styles. Teaching straight from the content-area textbook is not adequate for second language learners. Use pictures, films, videos, slides, games, role-play, and the listening center as well as reading and writing.

2. Suggestions for particular content areas:

Science

Help students who are acquiring English to show their strengths through science. These students may be excellent observers, though describing what they observe may be more difficult. Keeping records of data allows language learners to take advantage of their strengths while working with more proficient students who will act as language models. Lack of knowledge in English does not interfere with students' powers of observation and analysis or with their ability to draw pictures of what they have observed.

[11] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

Assign students to small groups for experiments. Students will feel comfortable practicing the written and spoken language needed for working together and organizing information.

Have students present the information gained in experiments in a variety of language-oriented ways. Individual or group oral presentations give students a chance to share and discuss their conclusions. Written records and reports allow teachers and/or more proficient peers to work with language learners on dictating or writing skills. Illustrations of the sequence of events in an experiment do not require a great deal of previous reading or writing experience and give language learners the chance to use simple labels to learn vocabulary and document their first-hand research.

Social Studies

In social studies involve the classroom, the school, the neighborhood, and even the larger community in learning experiences. Having "experts" come in for adult "show and tell" can initiate lively discussion and can become a jumping-off point for language experience activities, writing, reading, and art projects. Field trips help students to achieve social studies goals in an exciting way.

New language learners must begin to find their way in the new community. Set up a store to help them learn about the exchange of money and products; have them role play situations in which they require a service from someone in the community, e.g., applying for a learner's license to drive, reporting a burglary to the police or requesting repairs from a landlord. Use public transportation to get to various sites for walking tours, create and label maps showing how to get to important places such as the public library, the county or city office buildings, the motor vehicles bureau, or historical sites. Interview visiting "experts" on local history. Invite representatives of local government to come in and explain how the government works and the important role that students will soon play as voters. Use charts and diagrams to show divisions of city, state, and federal government (see Semantic Mapping strategy). Use related books and storytelling as a means of learning about various cultures and historical changes. After sharing these stories with students, have them role play important events.

Take advantage of students' knowledge of other cultures by having them serve as resources on aspects of their cultures of origin, by sharing crafts and/or history, or by telling about their own experiences traveling to this country and adapting to a new culture. Shared cooking experiences not only teach important aspects of the culture being learned -- foods, preparation, serving and eating customs, and vocabulary -- but also can celebrate the cultures from which the recipes originate. Being an expert, for once, instead of a beginner, can help build students' positive self-concepts.

Mathematics

Do not make the mistake of thinking that mathematics does not involve language. Students with little English may be good mathematicians. However, in order to develop higher mathematical skills and to apply them, students must learn language, and specifically, the language of mathematics.

Help students to apply their mathematical skills in other content areas and in real-life situations. Incorporate language into math by playing word games with mathematical terms, having students interpret charts and graphs, having them explain the procedure by which they reached an answer, and giving examples of ways they can use skills outside of school. Language learners with good mathematical skills can develop language skills by tutoring others.

Make mathematical learning more accessible to language learners by using many manipulatives. Basic mathematical concepts and images are developed by manipulation of real things. Use manufactured math materials such as attribute blocks, counters, base ten blocks, Cuisenaire rods, tangram pieces, geoboards, and pattern blocks as well as found math materials. Look for geometric patterns in nature. Investigate probability by observing cars as they go by the school. What is the probability that the next car will be red? A Porsche? A red Porsche? Find authentic reasons to use mathematical operations, e.g., have students take a survey of cafeteria food preferences, graph data collected, analyze results and report back to the dietician. Using individual and cooperative activities in place of work sheets will increase language and mathematical learning for all your students.

Resources for Teaching Language in the Content Areas

Pellowski, A. (1984). *The story vine: A source book of unusual and easy-to-tell stories from around the world.* New York: Collier Books.

Smith, R.F. (1988). Wheels and things: Developing Preschool Science Learning Centers. *Dimensions, 17*:1, 10-12.

Tiedt, P.L. & Tiedt, I.M. (1979). *Multicultural teaching: A handbook of activities, information, and resources.* Boston: Allyn and Bacon.

Torbe, M. (General Ed.). (1981,2). *Language Teaching and Learning Series.* London: Word Lock Educational. This series includes books on the Climate for Learning, Geography, English, Science, Mathematics, and History.

Baratta-Lorton, M. (1972,9). *Workjobs I and II: Activity-centered learning for early childhood education.* Reading, MA: Addison-Wesley.

McCloskey, M. L. & Enright, D. S. (1985). *From rainbows to rhythms to runaway cookies. The Garden Hills curriculum guide, Vol. III.* Atlanta, GA: Georgia State University.

McCloskey, M. L. (Ed.). (1987). *Turn on units: English as a second language content area curriculum in math, science and computer science.* Atlanta, GA: Georgia State University with the Georgia State Department of Education.

Mohan, B. A. (1987). *Language and content.* Reading, MA: Addison-Wesley.

LANGUAGE LEARNING IN THE ARTS[12]

DRAMA

Pretending comes naturally to children and provides a wonderful means to learn and use new vocabulary and structures. Drama reaches across cultures and brings students together in non-threatening, shared group activities. Dramatic activities promote individual learning responses and encourage creative, flexible thinking and problem solving. A variety of responses are considered "correct" in these dramatic situations, and students can feel secure taking risks. Drama in the classroom promotes attending to both verbal and non-verbal communications, which in turn promotes language acquisition.

Incorporate these dramatic activities into your classroom:

1. Pantomime. Non-verbal communication puts both English and non-English speakers at the same disadvantage. Give students situations to act out and ask the audience to name actions or emotions portrayed by the actors. Use wordless books, in which the actions are already pictorially portrayed, as scripts. Progress to simple dialogue skits.

2. Puppetry. Students who are acquiring English are often more willing to take risks when talking to puppets than when talking to fluent adults or peers. Students feel free to experiment with voices and language sounds without fear of embarrassment. Use a puppet as a "teacher assistant"; have puppets available for improvisation in the drama center and help students create their own puppets and short puppet plays relating to a theme of study. Another advantage of puppetry is that it is used around the world and is familiar to most students.

3. Creative Dramatics. Bring multi-ethnic literature into the classroom through dramatizations of fables, myths, and folklore of a variety of cultures. You or a student who is a strong reader can narrate a story while others participate in simple dialogue and actions. Later on, small cooperative groups can develop and rehearse their own skits.

4. Drama Center. Have a corner of the room reserved for dramatic play. As themes change, the drama center can change from post office to covered wagon to medieval castle. Have a variety of props related to the theme of study available for spontaneous theatre at the drama center. If you're studying food groups, set up a grocery store. Near Halloween, create a haunted house. If you're learning about transportation, set up a taxi stand, an airplane interior, or a train station.

5. Role Play. Role playing is natural to young children. It reduces the inhibitions of older students because they can step out of themselves and pretend to be someone else. Using these activities gives students a chance to rehearse useful interactions in a safe environment and provides students with opportunities both to see and be peer language models. Use role play to practice interviewing before a field trip, to practice giving classroom tours when visitors are

[12] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

expected, and to rehearse strategies for solving differences between students when the need arises. Begin with a simple, structured role play, such as inviting a friend over or making an introduction, and work toward more complex situations, perhaps settling a fight or demonstrating the movement of the planets around the sun.

6. Readers' Theatre. In this strategy, students act out the roles in a story as a narrator reads a script, pausing for each actor's lines. Choose or develop short scripts for this activity. Use predictable easy-to-remember plots and lines, in such classics as "The Three Bears," "The Three Pigs," "Peter Rabbit," "The Three Billy Goats Gruff," or "The Little Engine that Could." As you rehearse the play, students will acquire oral language and reading skills through repetition and through their attempts to interpret the moods and feelings of the story. Whenever you can, invite in family members, school personnel, and other classes to provide an authentic audience for performances.

MUSIC AND MOVEMENT

Using music, poetry, and movement, separately or in combination, can help student learn the sounds and rhythms of the English language in an enjoyable, memorable context.

1. Choral Speaking/Singing. In the process of helping young children learn about music -- about tempo, rhythm, pitch, meaning of lyrics, and mood, teachers can provide rich language learning experiences. Songs, poems (which include the lyrics of songs), and chants provide students the safety of using the language in a group where their mistakes can go unnoticed and provide additional aids to their developing auditory discrimination. Choose songs, poems, or chants that incorporate repetition, rhyming, rhythm, humor, and word play.

Do not hesitate to introduce songs and chants that have some structures or vocabulary that the students have not yet learned. Students will learn them by "chunking" (see Oral Strategies). Many chants and songs that can be used effectively with language learners have been written and recorded. Several suggestions are included in the resources.

2. Movement. Movement activities help students learn about and appreciate music as they develop their balance, coordination, endurance, flexibility and imagination. You can make them into language activities as well by employing the TPR strategy, and giving students instructions which they act out in their dance.

3. Games with Chants and Songs. Use games that incorporate chants, rhymes, and songs. Add language learning to existing games by inventing chants or songs to go with them. For example, when playing "Jump the River" (students jump over two parallel ropes which are moved further and further apart) students might chant or sing, "Wider, wider, the water grows; How far I (or name) can jump, nobody knows."

VISUAL ARTS

As art and life are inseparable, art should be an integral part of the language learning classroom. Provide many opportunities for students to experience and talk about art and to develop fine motor skills and art vocabulary as they develop concepts of line, form, space and color. Use drawing to introduce new vocabulary and structures, and encourage students to use drawing to aid them in communication when they don't have the words.

1. Art and Culture. Expose students to art from many cultures. For young children, one of the main exposures to art is through picture books. Discuss the art in the books with your young artists, and use picture books as models for your art. For example, after reading and talking about picture books by Ezra Jack Keats using collage illustrations, have students make collages. Talk about African tie-dying techniques, and then help students make tie-dyed T-shirts. When studying about Native Americans, show students sand paintings, and set up an art activity with colored sand at the art center.

2. Art and Share-Discourse. Art activities are excellent opportunities for the casual, spontaneous talk among students that is essential for language development. You can make the environment encourage talking in small ways; for example, provide materials that must be shared rather than individual supplies, so that students can learn polite request forms as they ask one another for materials.

3. Art and Self-esteem. All of us, even professional artists, are developing artists. Students should be encouraged to feel pride in whatever they are capable of doing, and should not be discouraged by negative messages about their art. Avoid making judgments and comparisons as you discuss children's art, or forcing the art to "be" something. Rather, pose open-ended questions (e.g., "Tell me about your picture"), and make observations that provide new vocabulary (e.g., "You used strong blue and yellow lines to fill the whole page. Look what happens where the blue meets the yellow.") As you use your own drawings for explanations or teaching, model your acceptance of your own developing abilities as an artist.

Resources for Language Learning in the Arts

Drama

Cullum, A. (1967). *Push back the desks.* New York: Citation Press.

Goodman, J. & Tenny, C. (1979). Teaching the total language with readers theatre. *CATESOL Occasional Papers*, No. 5, pp. 84-89.

Hansen-Krening, N. (1979). *Competency and creativity in language arts: A multi-ethnic focus.* Reading, MA: Addison-Wesley.

Henning, D. (1978). *Communication in action: Dynamic teaching of the language arts.* Chicago: Rand McNally College Publishing Co.

Maley, A. & Duff, A. (1978). *Drama techniques in language learning: A resource book of communication activities for language teachers.* Cambridge: Cambridge University Press.

Michaelis, B. & Michaelis, D. (1977). *Learning through noncompetitive activities and play.* Palo Alto, CA: Learning Handbooks.

Smith, S. M. (1984). *The theatre arts and the teaching of second languages.* Reading, MA: Addison-Wesley.

Music and Movement

Benson, L. *The Hokey Pokey.* (Recording). Oklahoma City: OK: Melody House.

Booth, D. (Ed.). (1984). *The more we get together: Shared reading.* Toronto: Holt, Rinehart, Winston of Canada.

Graham, C. (1979). *Jazz chants for children: Rhythms of American English for students of English as a second language.* New York: Oxford University Press.

Lucky, S. *Color me a rainbow.* (Recording). Oklahoma City, OK: Melody House.

Palmer, H. *Folk song carnival.* (Recording). Freeport, NY: Activity Records.

Visual Arts

Croft, D.J. & Hess, R. D. (1972). *Art activities handbook for teachers of young children.* Boston: Houghton-Mifflin.

Silberstein-Storfer, M. & Jones, M. (1982). *Doing art together.* New York: Simon & Schuster.

BUILDING HOME/SCHOOL/COMMUNITY CONNECTIONS[13]

Developing projects and activities that send students out into the community and that bring community representatives and issues into the classroom will serve many purposes for the language learner. Students will learn to find and use community resources; they will see that their learning in a school setting has purpose and value in the "real" world; they will have a chance to work with community members who can provide valuable information as they serve as personal and career models; they will gain knowledge of the new culture that is essential to effective language learning. The projects should be carefully developed to help students develop and increase their respect for their own cultural and linguistic backgrounds as they develop their abilities in a new language. Involve parents in these activities whenever possible to increase home-school trust and communication which will in turn lead to better student motivation and commitment to learning.

Connections can be built and developed through student-owned projects which incorporate field trips and/or community visitors and which use a variety of modes of communication to reach out to the community, e.g., telephone, modem, videotape, audiotape, letters, photography and art.

Using Field Trips

Field trips are perfect synthesizing activities for the integrated curriculum. They make the acquisition and practice of language immediate and concrete, and they demand generalization of classroom-acquired language skills to deal with new and exciting situations. Language which students use on field trips must be as natural, comprehensible, and complete as possible in order to accomplish its purpose.

Motivation, that crucial precursor to any successful learning activity, is an intrinsic part of the field trip experience. Students are tantalized by new people, places, and things inviting them to use language. Students will certainly find buying lunch at a fast food restaurant a more immediate and meaningful reason to use language than getting a "B." Language use on a field trip has natural and positive consequences: the students' curiosity about how film is developed to become a photograph is satisfied, or the data on water pollution collected at the creek is analyzed and distributed to local politicians a few days later.

In addition to learning a language, second language learners face another challenging task: learning a second culture. ESL students' contact with the mainstream North American culture is often limited by living in tight-knit families or small communities where only the native language is spoken. Field trips encourage students to venture out and overcome fears of interacting in the new culture. Often after students have learned to read a bus schedule and use public transportation to find their way to a museum or library, they will repeat the outings on their own or with their families.

[13] McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

Out-of-school experiences can also contribute to confidence-building for language learners. Talents and areas of expertise outside school-related reading, writing, and mathematics can be explored, and language learners can take a turn in the spotlight. We witnessed a dramatic change in one secondary student's willingness to take risks and make contributions after he showed a younger class how to make a bamboo fishing pole and then demonstrated its use on a trip to a pond. This student, who was not particularly successful at classroom tasks, had helped to support himself and his family in Southeast Asia by fishing. Field trips offer many opportunities for student contributions like this one.

Planning a Field Trip

Field trips can and should be much more than just getting there and getting back, but to derive the greatest benefit from them requires careful planning. Each trip involves three plans: one for before the trip, one for during the trip and one for after the trip. When bringing these three plans together to make a delicious "field trip sandwich," there are a few important things to remember:

Before the Trip

Integrate the trip into the curriculum. To be successful, a field trip should be an integral part of the classroom curriculum and language learning process. Both the language and content that will be involved in the field trip should be introduced in "Before" field trip activities that explicitly relate them to the rest of the curriculum.

Prepare students for what they will experience through establishing purpose and context. Show students pictures, bring in visitors and initiate conversation about the trip. Help students plan questions to ask guides and others whom they will meet on the trip. Help them make record sheets or notebooks for writing or sketching what they observe on the trip, and set up specific purposes for these observations.

During the Trip

Set clear expectations for behavior and responsibilities. Make sure that students know where they should be at all times, what it is they are trying to learn on this trip and what to do if some problem occurs, for example, if someone is lost or hurt. Set up a few key gestures to communicate to students in the presence of others without embarrassing anyone, e.g., if you touch your ear, they should try to attend better; if you scratch your head, they should ask for repetition or clarification.

Consider seating and grouping arrangements. Pairing students of different native languages or different proficiency levels, or pairing native with non-native speakers will encourage the natural use and modeling of English.

Include parents. Include parents to provide extra supervision and assistance and to strengthen home-school ties and communication with families. Consider the language proficiency of parents when giving them responsibilities: a parent who speaks little English might be very comfortable helping with snacks, but not with helping students interview a state senator.

Make sure students have a task and a goal. Each student should have at least one question to ask the museum guide, one item to price at the grocery store, or one character to observe carefully and take notes on at the play.

Make use of travel time. The ride to and from the trip's destination can be valuable learning time and fun. Plan for this time as well. Sing travel songs, and play "Alphabet," "Twenty Questions" and other car games to turn dead time into prime learning time. Try having students record and graph the number of trucks in different categories that they see, and determine the probability that the next one will be black. Have a contest to see who can be the first one to spot ten fast food restaurants.

Expect and incorporate the unexpected. A successful trip is the result of both careful and effective planning and making good use of the unavoidable (and most desirable) unplanned events. If you have a flat tire, share stories about other mishaps that you and the students have experienced; if someone scrapes a knee, teach students what to do if they are hurt and the names for first aid items; if you meet some interesting character, tape an interview; if someone gives you lemons, make lemonade!

After the Trip

Make connections. Tie together what students learned before the trip, what they expected from the trip and what they actually saw. How was the potato chip factory different from what the students thought it would be? Have students write in their journals and use the vocabulary and language structures and concepts they acquired on the trip in other follow-up activities.

Complete projects. Use what students have learned and collected on the trip. Complete the graphs of the numbers of different types of trucks seen, chart the prices of vegetables at the farmer's market and the local grocery store and classify the rocks that students found.

c. Celebrate and share what you have learned. Use LEA or the writing process to prepare and "publish" writings about the trip in books or on walls and in halls. Make a videotape of students reading or telling about the trip and showing their projects to show to parents and other classes.

Alternative Field Trips
Bringing the Community to the Class

If time, money or a bus drivers' strike make taking frequent bus trips difficult or impossible, don't give up on the idea completely. Take field trips when you can, but when you can't, find other ways for your students to have access to the greater community. Use the same before, during, and after plans to integrate the experience into your curriculum.

Take vicarious field trips. Using videos, slides, films, and/or imaginations, take a trip somewhere. If you're studying China, turn your class into Beijing! Imagine you are on the plane to Asia -- show a Chinese film and/or a travelogue about the city before you land at the airport. Invite a parent in to teach students how to make brush paintings, and use them to illustrate your book and decorate walls and halls.

Bring the field trip to you. Invite in parents and other community visitors to talk about their professions and their roles in the community. When you study another country, invite someone who has visited or lived in that country to bring in stories, artifacts, and/or slides from their travels. Work with staff and parents to develop a list of willing visitors.

Discover trips within walking distance of your school. Work with your peer teachers to publish a list of field trips in and around your school. These might include trips that use public transportation, visits to stores, creeks, or friendly neighbors, or just walks around the block to collect pollution samples or examples of environmental print.

Reaching out to Communicate with the Community

Encourage and prepare students to interview, write and/or telephone community resource people as part of their community-oriented projects. To prepare for a live or telephone interview, have students research the subject, develop questions and role play the interview. Encourage them to use an on-line computer service available in your school to gain information. A service such as Prodigy can provide all kinds of resources: airline information for a travel project, music and movie reviews, recipes, an encyclopedia, games to play and partners to play them with, and electronic penpals.

Suggested Projects

Our Class Laughs
Make a funny stories and joke book by compiling contributions from each student's family. Include jokes in families' native languages and translations. (You could also collect family stories in other categories, e.g., superstitions, ghost stories, hero stories, folk tales, unforgettable characters.)

Our Place through the Decades
Write a history of the block around your school (or some other interesting site). Have each individual or small group of students find someone to interview who lived on the block during each of the last seven decades. Have students draw a map and write a description of what the area looked like 10, 20, 30, 40, etc. years ago. Focus on particular aspects your students find interesting: what was the ethnic composition? What was the industry? How polluted was the area?

A Street Survey
Collect data on your street: have individuals or pairs choose a particular aspect of a street in the neighborhood to study, e.g., interesting places to visit; oldest resident; fast food restaurants, comparing prices and quality of rest rooms at gas stations, places with historical significance, churches. Some of the information will lend itself to charts and graphs, other information will be best presented in narrative form.

Career Explorations
Have students or pairs choose a career to explore, research educational requirements in the guidance office, interview people in that profession, and, if possible, intern for a day.

Biography/Autobiography
Have students write their own autobiographies or biographies of someone in their families whom they admire. Help them use time lines to map the life chronologically to prepare for writing.

School Histories
Have students interview family and community members from various cultures about their school experiences. Ask questions about who went to school, how many students were in the class, how classes were divided, what subjects were studied, what teaching styles and strategies were used, what the building looked like, etc. Help students use charts, semantic maps, and/ or Venn diagrams to compare/contrast schooling in various

cultures. (You might also explore another aspect of parents' lives when they were children, e.g., work, crafts, housing, TV and radio, migration.)

Resources for School/Home/Community connections

Ashworth, M. (1985). *Beyond methodology: Second language teaching and the community.* New York: Cambridge University Press.

Heath, S. B. (1983). *Ways with words.* New York: Cambridge University Press.

Wigginton, E. (1985). *Sometimes a shining moment: The Foxfire experience.* Garden City, NY: Anchor Press/Doubleday.

HOMEFUN: FAMILY AND SCHOOL WORKING TOGETHER[14]

Teachers are important and influential in students' lives, but there is no doubt that parents are also very important teachers. Homefun is a teaching strategy that helps you to promote family involvement in students' language and literacy learning.

For effective use of Homefun:

1. Choose activities that are engaging and fun. Homefun is not a time for language drill and practice, but rather a time for meaningful language play and discovery. Devise activities that students and family members enjoy and look forward to. For example, rather than having students copy or memorize spelling words, students and parents might search for environmental print they encounter in their communities. They might hunt for words in the print environment that are misspelled intentionally, such as "Kwik Stop" and "Drive-thru."

2. Choose activities that integrate language. Rather than choosing activities from one "compartment" of language, such as "reading," "spelling," "grammar," or "handwriting," choose activities that include more than one medium, and encourage students and family members to use higher level skills, such as summarizing, organizing, and synthesizing information. For example, you might assign family members and students to do a set of experiments about edible "white powders" in the kitchen (e.g., salt, sugar, flour, baking soda, corn starch). Students and family members can experiment to discover ways these powders are alike and different by smelling them, tasting them, touching them, trying to dissolve them in water, and mixing them with vinegar. Depending on their proficiency, students can draw pictures of results, dictate to family members about results in English or their native language, write about results in English or their native language, fill out a chart summarizing results, or tell about results in class.

3. Make sure that the activities necessitate both parent (or other older person) and student participation. Assign activities that a student cannot do alone, such as interviewing a parent about school when the parent was a child and comparing it to the student's school today. Adapt the activities to each student's home situation. If no one in a student's home can read English, ask another parent, an older sibling, or a paraprofessional to translate the assignment. If translation is not possible, explain the activities very thoroughly to the student and provide them with picture cues, so that the students can explain them to the parents. If, after a number of tries, you are sure that no one in a family is willing or able to help a student in your class with homefun activities, work to find an older student or adult volunteer to assist that student with Homefun.

4. Respect and utilize home language. For students from various ethnic and native language backgrounds, "school talk" and "home talk" are not the same. In the classroom, you have many opportunities to

[14] McCloskey, M. L. & Nations, M. J. (1988). *English Everywhere: An Integrated Curriculum Guide.* Atlanta, GA: Educo Press.

teach standard English forms, but the sharing of Homefun projects is not one of them. Homefun activities, if they are to help to bridge a home-school language gap, should not "put down" language and dialect differences but should celebrate and incorporate them. If students are not helped to feel proud of the communication that takes place in their homes, they will not want to share it with teachers and peers at school. Assign activities that develop this pride, for example, have students tape-record a parent or grandparent telling a favorite story about an ancestor to share with the class.

5. Give families adequate time for completion of the Homefun activity. Rather than giving an assignment one day and expecting it the next, give families several days or a week to fit these activities into their busy schedules. Assigning the activities regularly will help family members and students to expect them and to plan for them. Plan to educate parents about the Homefun activities at Open House at the beginning of the school year and through class newsletters and conferences.

6. Present the activities with both preparation and follow-up. Motivate students through your enthusiasm, and give students prerequisite skills. For example, introduce various textures and terms for them at school, then ask children and family members to make rubbings of various textures around their homes (tire treads, sidewalks, kitchen linoleum, tree trunks, etc.), and come up with words in any language that describe that texture. Back at school, you can talk about textures and terms, and bind them together to "publish" a class texture book.

7. Provide variations based on students' language levels. Homefun should challenge, not frustrate students. Help parents learn about their students' capabilities by offering parents alternatives to help them adjust the activities to the student's level. For example, some family members and students could search kitchen shelves or road signs for symbols or letters that the student can recognize, while others could search for words or phrases that the student reads by sight.

8. Work with other teachers to develop and exchange activities. Bouncing ideas off your peers can both spark your creativity and decrease your work load.

SAMPLE HOMEFUN ACTIVITIES
HAVE FUN!

a. Collect jokes and riddles.
b. Make a family tree.
c. Have students sketch their rooms, their houses, their blocks.
d. Make maps of routes commonly traveled, e.g., to school or store.
e. Assign students to get a library card and learn how to use it.
f. Assign students to dictate to family members the names of all the animals they see in a day.
g. Collect funny stories about the student's childhood.
h. Prepare a recipe previously made at school.
i. Practice "math minute" activities with found objects at home. Draw pictures of number stories.
j. Collect family pictures, mount them, and add captions.

Resources for Homefun -- Family and School Working Together

Bronfenbrenner, U. (1975). Is early intervention effective? In U. Bronfenbrenner (Ed.), *Influences on human development*. Hinsdale, IL: Dryden Press.

Heath, S. B. (1983). *Ways with words*. New York: Cambridge University Press.

Temple, C., Nathan, W. & Burris, N. (1982). *The beginnings of writing*. Boston: Allyn and Bacon.

CROSS-CULTURAL STRATEGIES

"Human beings draw close to one another by their common nature, but habits and customs keep them apart."

Confucian Proverb

Culture may be defined as the common beliefs and values of any group of people that function to bind them together, make it easier for them to understand each other's behavior, and promote effective communication. Adults transmit shared cultural beliefs and values to children to make them productive members of society. It is through the transmission of culture that children establish their identity, build self-esteem, and learn how to learn. For example, if a heritage values ancestry, parents will teach children to understand the past; if the culture values group well-being, adults will reward children's cooperative efforts; and if the group believes in saving face, parents will teach children to communicate indirectly. Culture, then, is a critical factor in the social, emotional and cognitive development of the individual (Jensen & Feuerstein, 1987; Wertz, 1985; Vygotsky, 1978).

Educators have a particular challenge to help students maintain their sense of personal identity and self-esteem when home cultural beliefs about learning conflict with those found in classrooms. Contrary to many traditional cultures, U.S. school culture teaches children to prepare for the future, to learn to be competitive, and to communicate directly.

However, the challenge to educators is even more complex than simply dealing with home and school cultures. Broadly defined, the term "culture" may be applied not only to ethnicity, but to gender, age, exceptionality, and vocation. In fact, individuals usually participate in several cultures simultaneously. A high school boy may share school culture with his teacher, teenage culture with his peers, and Mexican-American culture with his family. It is not necessary to be born into a particular culture to share it with others. Children can learn to use a variety of cultural values and behaviors appropriately for different situations. Your task is to help students to learn the subtle cultural behaviors expected of them in a new society without undermining the home values and personal identity.

To create an environment responsive to the diverse and overlapping cultures represented in any classroom, it is critical that you and your students identify shared values and create a unity from diversity. At first the differences are almost always more apparent. Upon close examination, you will see that the similarities you share as human beings will be more plentiful. Whether your cultural learning style is cooperative or competitive, you share a common hunger for learning; whether your communication style is direct or indirect,

you have a fundamental need to build relationships through communication. As you and your students recognize what makes you alike, you build bridges that enable you to move and function back and forth between cultures. By creating a classroom environment that responds to all cultures, you also maintain continuity in the cognitive growth and development of self-esteem that students experience at home and at school.

Cross-cultural strategies are no longer being used exclusively in classrooms with students of different national origins. Many educators now see the value of a multicultural education for all students to underscore our country's commitment to democracy for our pluralistic society. This section contains strategies to help you foster cross-cultural understanding in any educational setting.

Goals of Cross-Cultural Education

1. For language minority students to continue cognitive development and academic achievement in American schools.

2. For students to maintain value in their home cultures and recognize its role in their development.

3. For students to develop and maintain pride in the cultural pluralism of the U.S. and to recognize its role in ensuring democracy.

BECOME A STUDENT OF CULTURE

The best place to begin creating a culturally responsive environment is to begin with yourself and expand your understanding of other cultures. You can facilitate the process of bringing students into biculturalism more than any other adult in their lives. To do this effectively, however, it is essential first to become knowledgeable about the belief systems of students and their families. By comparing home cultural behaviors to school expectations, you can identify points of conflict and miscommunication that create hurdles to learning. Then you can teach new or adapted behaviors.

The process is much like teaching a checkers player how to play chess or training someone who has only driven an automatic car how to drive a tractor-trailer truck. The goals are the same, but the rules for reaching the goals are very different; and you cannot win at chess using the rules of checkers.

As you begin to study other cultural values and compare them to your own, keep the following cautions in mind:

1. **Beware of stereotypes.** It is important to obtain knowledge from as many different sources as possible in order not to develop stereotypes. There are regional and individual variations in every culture. Communities in New England may differ considerably from those in south Georgia, just as lowland Laotians are distinct from their highland Hmong compatriots.

2. **Do not assume that a common language signifies a shared culture.** We often put labels on students according to their language background (such as "Hispanic" or "Latino") or based on nationality (Vietnamese). However, there are many distinct cultures in South and Central America, each shaped by separate historical and religious events. Similar to the United States, many cultures co-exist under one nationality. For example, some Vietnamese claim a Chinese heritage.

The primary rule in becoming a student of culture is to assume nothing and expect anything!

Here are some ways to begin learning about the values and beliefs of your students:

- Arrange to visit some of your students in their homes and meet their families. Take an interpreter with you if necessary. Observe the roles of family members and especially that of your students within their families. Take note of any special talents or competencies students display at home that may not be obvious at school.

- Ask your students to keep you informed of any important religious or cultural events in their community. Attend as many as possible. You may be surprised how soon you are considered a part of the community.

- Read books and view films about different cultures that are produced by members of those cultures. This way you will get an authentic portrayal of the beliefs and perspectives of different people.

- Make a list of services and resources available to various cultures in your school community. The list will be useful in helping families integrate into the community, and it will tell you a lot about their needs.

- From your observations keep a log of cultural examples you can use to explain concepts in your lessons. For example, take into account different notation systems used in other countries that you can point out in your math and science classes; or use food items familiar to students, like tortilla and guayaba, to exemplify carbohydrates and fruits.

- As you become more knowledgeable about your students' cultures, try to anticipate what things in the school curriculum will confuse them. Following are some examples of cross-cultural miscommunications:

(1) An ESOL teacher with students recently arrived from the Middle East, came to a lesson in the textbook on the use of "need" and "want." The lesson was based on vending machines - "I want a ham sandwich, so I need 3 quarters and a dime." None of the students, however, had ever seen a vending machine or had ever eaten ham, and could not imagine such a food that came out of a machine. The lesson was meaningless for them.

(2) A kindergarten teacher was reviewing colors. "What color is a banana?" she asked a Hispanic student. Someone translated that into "platano" for the student and the student answered "Green."

"No, that's not right," said the teacher. Then she turned to an African-American student. "Do you know what color a banana is?" The student answered, "Brown." Again the teacher said, "No." Then she asked an Anglo child, and the child responded, "Yellow." "That's right," said the teacher. "A banana is yellow." Well, of course, a banana is green, then yellow, then brown - it depends on the stage of ripeness that you prefer. Also, a plantain (platano in Spanish) is a relative of the banana that stays mostly green.

(3) A teacher of Navajo children on a reservation was surprised at her students' low scores on a national standardized reading test. She went over the questions with them. One read: "Johnny's mother went to the refrigerator and saw that there was no milk. She gave Johnny a dollar. Johnny put on his jacket and went out the door. Where was he going?" The answer, of course, was "to the store." But the Navajo children answered, without exception, "to the backyard" - because that's where their families kept the cow! They had no trouble reading and understanding, but their ability to predict the "correct" answer (correct according to the test designers) was influenced by the ways their life experiences had differed from those of a suburban, mainstream child.

HIGHLIGHT STUDENTS' CULTURES AT SCHOOL

It is important that students consider themselves full-fledged members of the school community. As you and your students explore the various cultures in the community, find ways to share and celebrate what you learn. Whenever people of various cultures come together, there is a human tendency for each group to think that its way of doing things is better than any other way. You can avoid many conflicts by positively and publicly profiling **all** cultures represented. Look for public ways to display positive contributions, talents and knowledge that your students bring to class. Take care not to ignore mainstream students and their cultural values in favor of what may be perceived as more "exotic" groups. The goal is to enhance eveyone's cross-cultural understanding and isolate no one.

Below are some suggestions for creating a "positive public profile" in your school community:

(1) Take a cultural inventory of your school environment. Look for ways your students' cultures are represented and note areas where more could be done. In assessing how well your school reflects the student population, think about such things as lunch menus, curricular materials, the media center, school newsletters, special events. Make plans to improve the atmosphere to be more multicultural.

(2) Display students' art work and writings that reflect their heritage. Have students contribute data about their backgrounds to use for mapping or charting lessons. Display the results. You may want to exhibit some works in local restaurants and businesses that serve the school community.

(3) Publicize your school's cross-cultural efforts in the local news media. Good publicity provides a positive image for the whole school as well as for the limited English proficient population.

(4) Work with your colleagues to design joint projects for your classes. Students need time and exposure to one another to dispel any fears or misconceptions they may have about each other. Collaborating on a school task gives them the opportunity to discover what they have in common because they are third graders or middle schoolers or teenagers.

PARENT INVOLVEMENT

There are many reasons why parents of different cultures and language backgrounds may appear to be indifferent to their children's education. If these parents do not speak and read English well, they may not understand notices and announcements about school activities. If family members are working two or three jobs to feed and house their children, they may not be available to come to the school very often. In some cultures a parent's role in education consists of having children ready and rested for school, then leaving school activities entirely up to the teachers' expertise.

In order to make students bicultural, it is important to use cross-cultural strategies with parents so that they can understand their role in U. S schools. The key is to create ways to inform parents about school activities and to get them involved in spite of transportation problems, work schedules and language barriers.

Here are some suggestions to facilitate parent participation in school activities:

(1) Invite parents and community members to share information or give a demonstration about their culture. Remember that even if guests are limited in English, they can provide an interesting demonstration.

(2) Develop a school-buddy system so that students may get clarification and translations for such things as school activities, homework assignments and permission slips.

(3) Create a host-family network in your school. Have native English speaking families adopt a family from a different language background. Host families can show adopted families how the school works and what is expected of parents. Host families will also get a cross-cultural experience.

(4) Provide an orientation to the school and classroom in a variety of languages and media. You may want to translate school handbooks and newsletters or develop video or audio tapes to be checked out by those who have difficulty reading their native language. Developing a phone tree (or contact tree where phones are unavailable) among the various language groups in your school provides a structure to pass along information among ethnic communities. Parents must get information in a form they can understand in order to effectively participate at school.

(5) Make use of the Homefun activities described in the teaching strategies section of this guide. This technique gives parents an authentic way to use home language and culture to support teachers' efforts at school. It also informs parents about their children's program of study.

(6) Work with administrators to identify adult translators when dealing directly with parents. Student translators may not be effective when dealing with sensitive issues.

(7) Look for ways to start a family literacy program in your school or community. The curriculum can focus on learning English and participating in school activities.

MAKE THE CURRICULUM CULTURALLY RESPONSIVE

Many of the strategies described above are useful in supplying you with information about the various cultures represented in your classroom each year. You will be in a position to apply what you learn to the curriculum you teach. The more relevant you can make subject content to student backgrounds the more you can support their cognitive growth and emotional well-being. While there is a trend among curriculum developers to make content and materials more cross-cultural, no one set of methods or materials is best for all situations. You will need to analyze and customize your instruction to the particular set of students you have each year.

Following are some suggestions for adapting instruction to your students:

(1) Check materials for bias or stereotypic portrayal of any ethnic groups, social classes, genders or groups with special abilities. Either supplant materials with other publications with fair representations or point out the bias to students and have them look for further examples.

(2) Incorporate supplemental materials that reflect the perspectives and contributions of a variety of cultural groups. Look for reading material translated from different languages or written by members of different cultural groups. Delightful literature and picture books by and about people from many countries are now available. Look for text and pictures that represent a variety of cultures fairly and accurately.

(3) Include explicit instruction on cross-cultural understanding early in the curriculum. Have students contribute information from their particular cultures that relates to future studies. Document contributions from cultures both within and from outside the United States.

(4) Use the E-T-R (experience-text-relationship) method to introduce new concepts. Introduce a topic by having students tell what they know about it from their personal experience; have students read about the topics; follow-up with a discussion relating their experiences to the reading. After students discuss their life in a fishing village, for example, they can use that knowledge to help them understand a passage about pond life or marine biology.

(5) Frequently, incorporate field trips and other hands-on experiences into instruction to help students see how their learning is applied in the new culture. You may use a student's knowledge about cooking over an open fire to explain principles of heat; but you must extend the concept to electric or gas heat used in this country.

ACCOMMODATE CULTURAL LEARNING STYLES

As adults socialize children within a particular culture, they not only select **what** it is they want children to learn, but **how** children should learn it. When students come to school, they will prefer classroom interactions similar to those they had when learning from adults at home. You will need to use a wide variety of teaching methods to accommodate the various cultural learning styles represented in the class. Although it would be a mistake to say that all people in a particular group have the same learning style, researchers have noted some generalizations resulting from common cultural child-rearing practices. For example, most Latino children function well in cooperative activities, and many Asian children do well with analytical tasks.

Multicultural teaching techniques:

(1) Check lesson plans for variety in kinds of learning activities. Include cooperative tasks, independent learning, teacher-directed and student-centered learning.

(2) Include lessons that are analytical (breaking knowledge into parts) in nature along with some that require synthesis (discovering relationships among parts).

(3) Provide students with experiences in getting knowledge presented to them (memorizing multiplication tables) and constructing their own knowledge (conducting a series of experiments and drawing conclusions from them).

(4) Adapt class work, homework and assessment assignments to allow children to demonstrate learning in different learning modes. Provide open-ended practice activities as well as those requiring one right answer. Use informal/alternative assessment and observation to guide instruction. Be aware of what your assessment tools are really measuring - skills and knowledge mastery or English proficiency?

(5) Develop learning centers related to content area subjects that give students practice applying concepts. Include activities designed for various learning styles so that children can work together or independently to practice different approaches to a task. You may have the analytical child who likes to understand the rules of grammar write a short story with a peer who works holistically.

(6) Try to present material through a variety of visual, oral and tactile approaches. This not only provides support for students limited in English but helps those from cultures that rely on oral traditions and observation for learning.

TEACH CULTURAL CAPITAL

"Cultural capital" is a term used to express the idea that individuals invest their knowledge of cultural rules to successfully negotiate various events and experiences in that culture. Simply put, cultural capital is knowing the rules of the game so that you can play effectively. For example, during a storytelling event in some cultures, the audience knows that they are expected to jump in and help tell the story by adding to what the storyteller is saying. However, if children apply (or invest) these rules during a school story hour, they may be reprimanded for not sitting quietly, listening to the teacher then answering questions. In other words, investing home cultural rules in a different cultural setting may not pay good dividends.

It is not enough, then, for you to accommodate your teaching style to your students' various cultural learning styles. For students to become truly bicultural, they need explicit instruction in the behavioral expectations for school culture. This will give them cultural capital to invest in their new community.

Getting to know your children's cultures and anticipating differences in home and school behavioral expectations will indicate what things need to be explicitly taught. Try to answer the question: "What, in addition to book knowledge, do my students need to know to be successful at school?" Following are some suggestions of things for students to practice in your classroom:

(1) Have students note the differences in acceptable ways to communicate with adults and with other students in a variety of situations. Emphasize things like courtesy terms, greetings and body language.

(2) Role-play and discuss the roles of educators, students and parents in U. S. schools. This could double as an effective language arts activity. Practice school registration, interpreting report cards, requesting conferences with school personnel.

(3) Provide practice with a variety of assessment formats, such as multiple choice, short answer, performance and essay. Help students to understand the importance of such things as standardized tests and grade placement in the overall educational program.

(4) Construct activities that require students to use the democratic process (debate and vote). Students raised in autocratic societies may have difficulty with assignments that require them to take a stand on an issue and advocate a personal point of view. These kinds of assignments become increasingly common and significant in upper grades.

(5) Ask students to think of incidents that involved some kind of cultural misunderstanding and to share them with the class. Did the misunderstanding involve words, body language, rules of time or space, levels of formality, or stereotypes about a culture? Try to use the incidents to help all students see the importance of understanding another perspective as they encounter people from another culture.

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GEORGIA ESOL GUIDELINES

1. REQUIREMENTS FOR STATE FUNDING

State Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) Students

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(1) **Purpose.** English to Speakers of Other Languages (ESOL) grant funds are provided to assist school systems in financing the additional cost of educating limited English proficient (LEP) students.

(2) **Definitions**

(a) **Allowable service delivery models** - the provision of special language assistance provided through a pull-out program, a cluster center to which students are transported, a resource center/ESOL laboratory, a scheduled class period or an alternative approved in advance by the department.

(b) **Assessment** - the process, including the measure of the student's performance on the English language proficiency test selected by the department, through which eligibility for services is determined.

(c) **Eligible limited English proficient students** - those students who, because their native language/ home language/ first language is other than English, have so much difficulty speaking, reading, writing or understanding the English language that they cannot successfully participate in classrooms where the language of instruction is English.

(d) **ESOL curricula** - plans of instruction which are adapted to the English language proficiency of students and are designed to develop the English language skills of listening, speaking, reading and writing and those American culture concepts which students need to participate in regular classroom instruction.

(3) **Requirements**

(a) To apply for grant funds, local units of administration shall submit applications to the department at times to be announced. The applications shall include counts by school grade of eligible students being served and a statement signed by the authorized representative assuring that only eligible students are served and that they are receiving daily language instruction using ESOL curricula in allowable service delivery models.

(b) For purposes of categorical funding, K-3 eligible students shall be counted for a maximum of one daily segment; grades 4-8 students for a maximum of two daily segments; and grades 9-12 students for a maximum of five daily segments.

(c) LUAs shall follow procedures described in the document "Student Eligibility" to determine eligible children. Copies of this document are available from the department.

Authority O.C.G.A. §20-2-156

Adopted: September 13, 1990 Effective: October 17, 1990

State Standards: I 4.1

DOE: Office of Instructional Programs
Division of Compensatory Education

Class Size

Table 1 Maximum Class Sizes for English to Speakers of Other Languages (ESOL)								
Grade Level	**6 periods**		**5 periods**		**Maximum Average Class Size**		**Maximum Individual Class Size**	
	Without Para-pro	With Para-pro	Without Para-pro	With Para-pro	Without Para-pro	With Para-pro	Without Para-pro	With Para-pro
Itinerant Funding Class Size: 6								
K-3	4.00	5.33	4.80	6.40	5.5	7.4	7	9
4-8	6.00	8.00	7.20	9.60	8.3	11.0	10	13
9-12	8.00	10.66	9.60	12.80	11.0	14.7	13	18
Non-itinerant Funding Class Size: 8								
K-3	6.00	8.00	7.20	9.60	8.3	11.0	10	13
4-8	8.00	10.66	9.60	12.80	11.0	14.7	13	18
9-12	10.00	13.33	12.00	16.00	13.8	18.4	17	22

Excerpted from Rule 20-2-151(b); 20-2-182(g), (h)

Adopted: November 8, 1990 Effective December 20, 1990

Cross Reference: P.L. 94-142, as amended
Rule 160-1-3-.02 (Waivers)
Rule 160-4-2-.08 (Gifted Students)
Rule 160-4-2-.17 (Special Instructional Assistance)
Rule 160-4-5-.02 (Language Assistance)
Rule 160-4-7 (Special Education)
Rule 160-4-8-.03 (In-School Suspension Program)
Rule 160-5-1-.07 (Pupil Enrollment and Attendance for FTE Purposes: Data Collection)

State Standards: I 10
DOE: Office of Administrative Services, Division of Regional Services

2. IDENTIFICATION AND ASSESSMENT OF STUDENT ELIGIBILITY

Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) Students, (commonly referred to as the English to Speakers of Other Languages [ESOL] Program) specifies that eligible students are:

- those whose native language/home language/first language is other than English and
- who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to prevent their success in classrooms where the language of instruction is English.

Such an eligibility determination requires the use of multiple criteria, as discussed below.

Identification of Student's Primary or Home Language

The identification of each student's primary or home language initially establishes whether the student is native English language background or non-English language background. All new students (or parents of younger students) will be asked the following questions on enrollment:

a. What was the first language you learned to speak?

b. What language do you speak most often?

c. What language is most often spoken in your home?

Students who answer "English" to all three questions will be classified as native English speaking and are not eligible for ESOL services. Students who provide an answer other than "English" to any of the questions will be classified as "non-English language background." This information shall become part of the student's permanent record and must be on file for any student receiving ESOL instruction.

Assessment of English Language Proficiency

Students who are non-English language background shall be administered the Language Assessment Battery (1982, New York City Board of Education) to determine their English language skills. Students scoring at or below the 25th percentile for their grade are entitled to ESOL services without further assessment. (The total of the raw scores of subtests equals the total score to determine the overall percentile using English proficient norms.)

With the exception of kindergartners, all students being served in the ESOL program should be administered the Language Assessment Battery (LAB) every spring to re-establish eligibility or to establish readiness to exit, and to measure progress. Children who were eligible for the ESOL program in kindergarten should be re-administered the LAB in the early fall of first grade to re-establish eligibility or to determine readiness to exit from the program.

Form A of the LAB should be administered on even calendar years and Form B should be administered in odd calendar years.

Eligibility decisions of new students can be based on tests administered by any Georgia system within the past 12 months.

All data related to student eligibility should be maintained in the student's permanent file.

Assessment of Literacy Skills

Non-English language background students who score above the 25th percentile on the Language Assessment Battery will be assessed by a norm-referenced achievement test to determine if they have the cognitive-academic language proficiency (CALP) in English for classroom success. The score from the norm-referenced testing will basically put the student into one of three categories:

- students ready to be exited,
- students still in need of services, and
- students who are borderline and whose educational placement needs to be considered through a Language Assessment Conference (LAC).

Exit from ESOL

Exit from ESOL Program: A student should be ready for exit from the ESOL program who

- scores above the cut score on the LAB and
- scores above the 40th percentile on the reading/reading comprehension sub-test of a standardized norm-referenced test.

This student should have the skills necessary to perform in the regular classroom. In some cases, the student may still be eligible for and in need of other special instruction, such as reading. Recommendations for other needed services should be made when the student exits.

Placement or Retention in the ESOL Program: A student should stay in the ESOL program who

- scores above the cut-off score on the LAB and
- below the 30th percentile on the reading/reading comprehension sub-test of a standardized norm-referenced test

if this student has received ESOL instruction for less than two years.

If the student has received ESOL services for two years or more, a Language Assessment Conference should be held to determine the most appropriate instructional placement for the student.

Possible Exit from the ESOL Program: A student should be considered for possible exit by a Language Assessment Conference who

- scores above the cut score on the LAB and
- between the 30th and 40th percentiles on the reading/reading comprehension sub-test of a standardized norm-referenced test.

The Language Assessment Conference

A Language Assessment Conference (LAC) determines if certain non-English language background students are ready to exit from English to Speakers of Other Languages (ESOL) programs or if they still need language assistance.

A LAC is required in two circumstances:

1. If a non-English language background student has scored above the cut score on the LAB *and* has scored between the 30th and 40th percentiles on the reading/reading comprehension section of a norm-referenced test; or

2. If a non-English language background student has scored above the cut score on the LAB *but* has not scored above the 30th percentile on the reading/reading comprehension section of a norm-referenced test *and* has received ESOL services for at least two years.

The LAC tries to determine if the student has the necessary language skills to function in the regular classroom at the appropriate ability level. Students scoring in the 30th to 40th percentile range should be able to succeed within a moderate range of regular native English speaking students in a classroom before exiting the ESOL program.

For students below the 30th percentile, the LAC needs to determine if the low-level of functioning is primarily the result of the student's lack of cognitive academic language proficiency (CALP) in English (which could best be addressed within the ESOL program) or if it reflects the student's actual ability level and could best be addressed within the regular classroom or by other special programs.

The LAC may also consider if the norm-referenced achievement test scores are consistent with the student's classroom functioning.

Some of the data to examine include:

- entry and current language proficiency scores,
- achievement test data in language and content areas,
- classroom performance, i.e. grades, participation, application (work-study habits, motivation), assignments,
- criterion-referenced test scores,
- types of instructional materials and strategies which are successful with the student,
- academic achievement in the native language, if data is available.

The student's ESOL teacher and the regular language arts, reading, or English teacher should participate in the LAC. Other participants may be selected from the following

(1) the principal,

(2) other content area teacher,

(3) counselor,

(4) lead teacher, or

(5) school psychologist.

Records of LACs should contain

- the names of the participants,
- the date(s) of the meetings,
- information reviewed,
- alternatives considered and
- final action.

Additional assessment is not required as a part of the LAC. Existing records should be thoroughly reviewed. LAC record forms for elementary and secondary situations are provided for your convenience at the end of this section. Additional assessment may be recommended. The LAC does not have to be used with all non-English language background students. It needs to be used only for those who are borderline for exit from the ESOL program or for those who are not achieving successfully after two or more years of ESOL services.

Evaluation of Classroom Performance checklists should be completed for all students for whom services are discontinued. A sample checklist is provided at the end of this section.

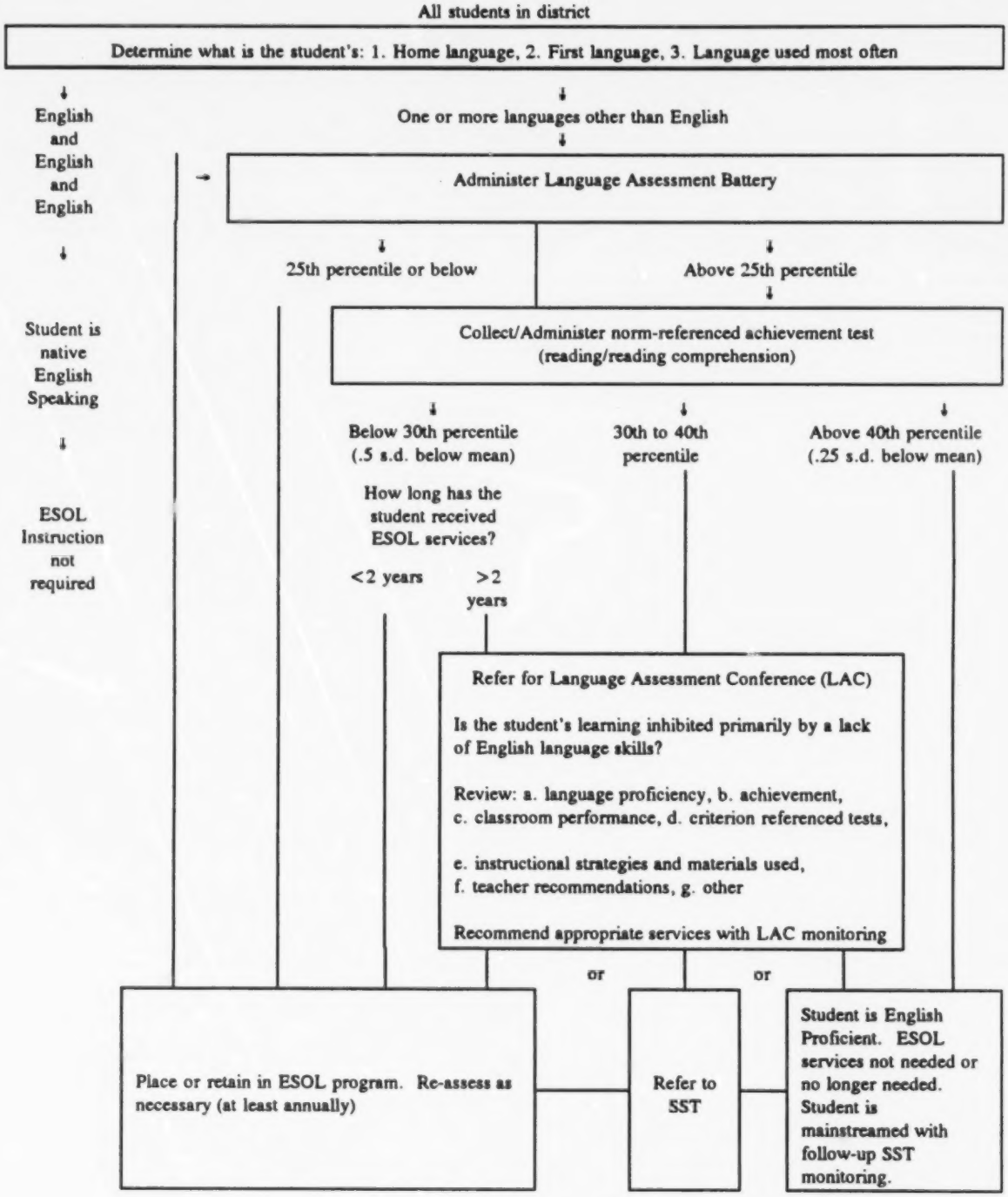
Student Support Team Meeting

The LAC does not take the place of the Student Support Team meeting. A non-English language background student who is experiencing learning or behavioral problems in a particular instructional setting may be referred to the SST at any time.

For such a student, the SST should "identify, plan and recommend alternative instructional strategies for a given student prior to or in lieu of placement in a special education program."

A student, for example, who has been served in the ESOL program for more than two years and has not yet passed the cut score on the LAB could be appropriately referred to the Student Support Team. This is not to say however, that a non-English language background student should not be referred to the SST until after receiving two years of ESOL instruction. Whenever it is suspected that something beyond language is a barrier to the student's academic achievement, that student should be referred to the SST. A district has the option of having the LAC function completed by the SST.

Entry-Exit Criteria for ESOL Program*


All students in district
Determine what is the student's: 1. Home language, 2. First language, 3. Language used most often
English and English and English
One or more languages other than English
Administer Language Assessment Battery
25th percentile or below
Above 25th percentile
Collect/Administer norm-referenced achievement test (reading/reading comprehension)
Student is native English Speaking
Below 30th percentile (.5 s.d. below mean)
30th to 40th percentile
Above 40th percentile (.25 s.d. below mean)
How long has the student received ESOL services?
<2 years
>2 years
ESOL Instruction not required
Refer for Language Assessment Conference (LAC)
Is the student's learning inhibited primarily by a lack of English language skills?
Review: a. language proficiency, b. achievement, c. classroom performance, d. criterion referenced tests,
e. instructional strategies and materials used, f. teacher recommendations, g. other
Recommend appropriate services with LAC monitoring
or
or
Place or retain in ESOL program. Re-assess as necessary (at least annually)
Refer to SST
Student is English Proficient. ESOL services not needed or no longer needed. Student is mainstreamed with follow-up SST monitoring.

*A student who is not making appropriate progress in a particular instructional setting may be referred to the Student Support Team (SST) for possible special education assessment at any time.

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Recommendations for Identification and Placement of Students[1]

The following recommendations reflect a model for the identification and placement of LEP students into appropriate learning experiences and the assessment and monitoring of success of these children while they are receiving language-assistance services and after they are no longer receiving these services. Though we discuss separate steps for identifying, placing students and monitoring their progress, these steps often overlap at the local level.

1. **Screening for a native language background other than English.**

Schools should conduct a home-language survey for every student in the student's native language within ten school days of registration.

The purpose of this survey should be clearly indicated; and a statement should be added to this screening device specifying that (a) children have a legal right to public education regardless of their immigration status, and (b) the results of the survey and subsequent screening/placement procedures will not be reported to immigration officials.

The survey should be standardized to ensure that all students who may be eligible for language-assistance programs are identified and receive further assessment.

The contents of the survey should include the following items: (a) place of birth, (b) first language acquired and (c) language other than English spoken in the home.

Schools should make efforts to ensure the accuracy of information contained in the home-language survey. If school personnel complete the survey, they should be trained to administer the survey properly and consistently.

The survey should serve as the basis for the development of an initial home-environment profile for use in determining the appropriate placement of the student.

2. **General recommendations concerning the selection of assessment instruments for purposes of classification, placement and exiting students from language-support programs.**

Educators should select assessment instruments based on sound psychometric practice and theoretically based research, including contemporary theories and research on language proficiency and communicative competence.

Educators should select language-proficiency tests and assessments in both English and the native language according to the following criteria:

[1] Reprinted with permisision from the Council of Chief State School Officers, Werner Rogers, President. (1992). *Summary of Recommendations and policy Implications for Improving the Assessment and Monitoring of Students with Limited English Proficiency.*

- Collectively, tests should cover all communicative competencies, i.e., receptive (listening and reading) and productive (speaking and writing) skills.

- Tests should represent the age, grade and attendant development of the student and reflect increasing complexity of language skills as maturation and language development continue.

- Assessments should measure the functional competence (what the children can do) in relation to the full range of demands of the classroom and the academic language needed to succeed.

- When more than one test or assessment instrument is used, tests should be equated to ensure comparability and complementarity. In addition, a norming study may be necessary to ensure comparability.

3. **Assessment for classification** of English proficiency, with attention to evidence of limited English-language skills that restrict a student's successful participation in English-only classes.

Because placement decisions currently are made using existing English-language assessment measures that do not address all four modalities (reading, listening, writing, and speaking) or do not meet the high standards of validity stated previously, then sufficiently stringent cutoff criteria should be used. That is, selection criteria should require a high level of English-language performance for classification as fully English proficient. This would ensure that assessment practices are safely inclusive of all students who need language-assistance services.

Schools should not base placement decisions about language-assistance services on a single test score, but on a profile that summarizes results of multiple assessments (tests, clinical assessments, interviews and teacher observations) and attends to the multidimensional aspects of language skills - reading, writing, listening and speaking.

A student's profile developed initially during the screening process should be updated during the classification, placement and exiting process. The profile should contain affective, linguistic and cognitive abilities in the native language.

4. **Assessment for placement** into the appropriate learning experiences and language-assistance programs.

Content testing and assessment in the student's native language should be part of the overall assessment strategy.

Educators should use achievement test scores and clinical assessments of a student's classroom performance together with other measures (e.g., structured interviews) to give a complete picture of the student's capabilities.

Schools should not use achievement tests scores as proxy measures for language-proficiency assessment. Rather, educators should examine relationships among achievement test scores, proficiency test scores and other relevant assessments to discern a student's educational and language development.

5. **Assessment for monitoring academic progress and for making changes** in the nature of language assistance services received (reclassification).

Testing for monitoring purposes should include measures of English and non-English-language proficiency and curricular achievement. These tests should be given at least annually.

Schools should compare LEP students' achievement to that of academically successful English-speaking backgrounds, as well as mainstreamed language-minority students. Educators should use the results of the tests to revise a student's academic program or change the types of language-assistance services he or she is receiving.

Achievement testing for LEP students, as for all students, should reflect ambitious and high-level goals, use state-of-the-art testing methods that reflect the goals of schooling, and be accompanied by viable programs for instructional improvement.

Achievement testing in a student's native language is needed to accurately and comprehensively look at the student's academic progress if instruction is occurring in the native, non-English language.

Two types of achievement testing should take place. Standardized tests are needed to assess how LEP students are doing compared with FEP (fluent English-speaking) students. In addition, educators should use observations and other forms of performance assessment in the classroom to determine how students are doing on a daily basis.

The determination that students no longer need certain types of language assistance should be based on two types of proficiencies: language proficiency (in all four modalities) and academic proficiency. For LEP students to be considered sufficiently proficient in English to benefit from English-only instruction, they should meet an absolute standard of language proficiency, indicating that they have English language skills comparable to native English speakers.

Language-minority students must be compared with their non-language-minority peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to participate successfully in English-only classes.

The exit process should require (a) multiple criteria (such as tests, portfolios and writing samples), (b) performance of the student at grade level and (c) a level of achievement comparable with that of FEP students.

Services for LEP students should represent a continuum of appropriate programs, not be dichotomous (i.e., provided or not, based on entry or exit requirements). Once a student enters a mainstream English-only class, he or she may need language development and other types of support beyond the normal classroom instruction. An important component of language-assistance programs should be that students can be reclassified, yet continue receiving (or resume receipt of) language-development services, if needed, in the mainstream

classroom. This concept requires the collaboration and coordination of all relevant programs (e.g., Title VII and Chapter 1 programs).

In deciding whether to reclassify a student, educators should consider the extent of services available after the student has entered mainstream English-only classes. Schools should provide appropriate instructional services to enable the reclassified student to succeed academically.

Assessment procedures for monitoring student success after reclassification should reflect the characteristics used in identification procedures: validity, multimodality and school-related language proficiencies. Decisions to have students participate fully in regular classrooms without special services should not be based on in appropriately low criteria. "Trigger" procedures for service changes and program exits should be based on defensibly sound, multiple and empirically based criteria, not simply determined by one teacher's recommendations, a single test score or the length of time in the program. After reclassification, students should be monitored for continuing success.

6. **Collection of data for monitoring students' success** and evaluating program effectiveness while students are in language-assistance programs and after they leave the programs. Comprehensive and comparable data on all students are needed at the district level to evaluate the success of students in obtaining an effective and appropriate education. Ideally, maintaining these data in a computerized data base will facilitate the use of data for monitoring the success of individual students as well as evaluating the success of specific programs. Data on LEP students are especially important, but they should be maintained as part of a system that includes all students. Thus, comparisons can be made between students in language-assistance programs and their peers in regular academic programs.

School districts should maintain the following types of information about any students identified as limited English proficient as part of their individual student profiles:

- background information (e.g., race/ethnicity, sex, date of birth, place of birth, native language, information about the parents and migrant status);
- assessment information (e.g., tests taken, scores and dates); and
- academic information (e.g., courses taken, grades, attendance and promotion/retention).

For students participating in special programs such as language-assistance and special education programs, there should be information about:

- types of services received,
- dates of placement and withdrawal, and
- criteria used for placement

State education agencies (SEAs) and school districts should collect and maintain other data for program monitoring. Program evaluation information may be obtained from administrative records (such as certification and personnel files) or through data-collection efforts (such as surveys, observation studies or interviews). Quality of the instructional programs for LEP students can be assessed using data on:

- training and certification of bilingual/English-as-a-second-language teachers.
- amount of time spent in content and English-language instruction, and
- materials and other resources available in programs.

Educators should obtain summary information concerning levels of student participation and student success from the individual student record data base. Schools and districts should compare LEP students' success with the success of regular education students.

3. STUDENTS WITH SPECIAL NEEDS

Special Education

As with other populations, one expects a range of disabilities among limited English proficient students. The difficulty is often in determining whether or not the learning problem is related only to the language or whether it is also related to intellectual, emotional, sensory, or physical impairments

Students learning English, because of their cultural and linguistic background, have special instructional needs. These needs should not be confused with a disability, nor should they serve as a basis for referral to a special education program (Ortiz and Maldonado-Colon, 1986). Overreferrals can be prevented by a focus on prereferral strategies. The student support team (SST) is the appropriate vehicle for designing and implementing strategies to assist the student in succeeding in the regular classroom, or to make a referral to special education. If an SST determines that a language minority student should be referred to special education, the student should undergo psychological testing conducted by qualified bilingual/bicultural evaluators familiar with the influence of second language status on the assessment process (Nuttal, Landurand and Goldman, 1984). Specific procedures for implementing the SST process and the special education assessment are provided in the Rules of the Georgia Board of Education, Division for Exceptional Students, Special Education Rules and Procedures (1990).

All special students, regardless of the type or degree of the type or degree of disability, share certain rights and needs, including:

(1) the right to a free and appropriate public education,

(2) the right to an Individualized Education Program (IEP) specifying the student's unique needs and the special education and related services the student is to receive,

(3) the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or adaptations made.

Effective IEPs for exceptional language minority students would account for all of the student's basic educational needs, including the need for ESOL instruction. The service provider or providers must draw from both fields to bring complete services to the student.

Resources on ESOL in Special Education

Cloud, N. (1988). ESL in Special Education. *ERIC Digest,* December. Washington, DC: Center for Applied Linguistics.

Ortiz, A.A., and Maldonado-Colon, E. (1986). Reducing inappropriate referral of language minority students in special education. In Willig, A.C., and Greenberg, H.F. (Eds.), *Bilingualism and learning disabilities: Policy and practice for teachers and administrators.* New York: American Library Publishing Co., Inc.

Nuttal, E.V., Landurand, P.M., and Goldman, P. (1984). A critical look at testing and evaluation from a cross-cultural perspective. In Chinn, P. (Ed.) *Education of culturally and linguistically different exceptional children.* Reston, VA: The Council for Exceptional Children (ERIC Document Reproduction Service No. ED 256 103).

Chapter 1

School systems are required by law to provide special language services for students who are limited English proficient. Chapter 1 funds may not be used to provide these services. However, if students learning English have needs stemming from education deprivation and not solely from their lack of proficiency in English, the students must be identified as eligible and selected for Chapter 1 services on the same basis as other Chapter 1 students. The school system must coordinate the Chapter 1 services with the services provided by law.

A student who is learning English can be determined to be eligible for Chapter 1 services in one of two ways.

- If the student has sufficient English proficiency, the system can use the same selection criteria as English-speaking students to determine eligibility, with or without bilingual assistance.

- If the student does not have sufficient English proficiency, the system can uniformly apply any one or a combination of measures, such as the following:

  classroom teacher assessment of student performance,

  language dominance test with other measures,

  a weighting of composite assessment scores and/or locally developed criterion referenced tests.

The purpose of a Chapter 1 program is to remediate student's educational deprivation and not the student's lack of English language proficiency. A school system, however, may adjust the instruction to accommodate students learning English, for example, by providing bilingual staff for these students.

Chapter 1 Migrant Education

A student may be eligible for services under the Chapter 1 Migrant Education (MEP) program if he/she has traveled with his/her parent or guardian across school district boundaries in order to obtain temporary or seasonal work in agriculture, fishing or food processing. The Migrant Education Program (MEP) falls under similar requirements as the Chapter 1 program. MEP program activities cannot meet a school district's responsibilities under Title VI of the Civil Rights Act.

MEP funds generally may be used to provide bilingual/ESOL assistance to students learning English provided that 1) bilingual services are needed to enhance remedial instruction and not merely to permit the district to meet its Title VI responsibilities, and 2) language services are provided based on the assessment of unmet needs of all migrant children whom the SEA and operating agency might serve.

If you have questions about whether your students might be eligible for these services, contact the appropriate Migrant Education Agency (MEA) listed in the back of the *Georgia Public Education Directory.*

4. ESOL TEACHER CERTIFICATION: Questions and Answers

The endorsement of English to speakers of other languages (ESOL) requires fifteen (15) quarter hours and will be added to an existing certificate. Below are answers to some common questions regarding the endorsement.

Q. What are the minimum certification standards?

A. An endorsement in English to speakers of other languages (ESOL) may be added to all teaching certificates and to the service fields of school counselor (provided that T4 was established) and speech and language pathologist. It may be carried forward to higher levels of certification in these fields. Fifteen (15) quarter hours of credit must be earned as follows:

1. *Applied and/or Contrastive Linguistics*

   Five (5) quarter hours are required in a course or courses including the study of phonology, morphology, syntax and semantics, as well as the study of first and second language acquisition processes and regional, social and functional variation in language. A study of the contrasts between English and appropriate linguistic-minority language should also be included.

2. *Culture and Society*

   Five (5) quarter hours are required in a course or courses including the study of elements of socio-cultural pluralism in American society and characteristic features of linguistic-minority cultures.

3. *Instructional Methods and Materials*

   Five (5) quarter hours are required in a course including ESOL curriculum design and evaluation; objectives; materials and methods of teaching skills of speaking, writing, listening and reading to speakers of other languages; assessment of proficiency and progress; and professional resources.

Q. I only teach ESOL two periods a day. Am I required to have the endorsement?

A. If you teach ESOL for a portion of the school day, you are considered to be teaching "out of field," and you must have earned ten hours credit toward the ESOL endorsement. In this case, you would have a probationary certificate status. However, you may wish to consider taking all the appropriate courses if there is a likelihood that the need for ESOL will grow in your school or district.

Q. I have taken some courses in the past. Will they apply to the new endorsement?

A. All official college transcripts not yet submitted to the Certification Section should be submitted and a request should be made to evaluate your credentials in light of the endorsement. If all records are already on file with Certification, you may simply request an evaluation for the ESOL endorsement. By state law, each evaluation costs $20.00. You must attach a cashier's check or money order, made payable to the State of Georgia, to your application.

All inquiries to Certification should include the applicant's social security number and should be directed to:

Professional Standards Commission (PSC)
Georgia Department of Education
Certification Section
Twin Towers East - 14th Floor
Atlanta, GA 30334

Q. If my district is unable to find enough teachers with the appropriate ESOL endorsement, can I be placed in an ESOL position if I have not completed the required 15 hours?

A. An individual may be placed in an ESOL position if ten of the fifteen quarter hours have been completed. In such cases, the school district should apply for a probationary certificate in ESOL for the individual. The teacher must write a commitment letter stating that he/she will complete the required endorsement hours within one year. All 15 hours must be completed before any other certification in ESOL is issued.

Q. Does this mean that every classroom teacher who has a limited English proficient student is required to have the endorsement?

A. No. Only those teachers who have been assigned responsibility for teaching English to speakers of other languages are required to be endorsed.

Q. Does earning the 15 hour endorsement affect my salary?

A. No, you are paid according to the level of your full-field certification, which is decided by your highest degree. All applicable fields for which you are certified are listed on the certificate.

Q. Will I be required to take a Teacher Certification Test (TCT) in ESOL?

A. No, there is no TCT in ESOL. If required, you only have to take the TCT in your area(s) of full-field certification.

For further information contact PSC at the address provided above.

Teacher Training Institutions Offering ESOL Endorsement Programs

1. Dr. Arthur Justice, Dean
Columbus College School of
Education Jordan Hall, Room 131
Columbus, GA 31993
GIST (251-2212) (404) 568-2211

2. Dr. Ruth Hough
Georgia State University
College of Education
Department of Early Childhood
Education
Atlanta, GA 30303
GIST (223-2584) (404) 651-2584

3. Dr. David Alley
Georgia Southern University
School of Education
Statesboro, GA 30460
GIST (364-5648) (912) 681-5648

4. Dr. Joan Kelly Hall
University of Georgia Language
Education
125 Aderhold Hall
Athens, GA 30602
(404) 542-4525

5. Dr. Bill Ware, Chair
Brenau College
Department of Education
Gainesville, Georgia 30501
706-534-6220

6. Dr. Steve Berry
Department of Education
Berry College
5019 Mt. Berry Station
Mt. Berry, Georgia 30149
(706) 232-1718

7. Dr. Lennet Daigle
Department of Language,
Literature, Speech, and Drama
North Georgia College
Dahlonega, Georgia 30597
706-864-1775

8. Ms. Ruthie Frederick
Toccoa Falls College
P. O. Box 800296
Toccoa Falls, Georgia 30598
706-886-6831 ext. 5278

9. Dr. Don Adams
School of Education
West Georgia College
Carrollton, Georgia 30118
706-836-6569

10. Dr. Kenneth W. Pool
Director of Graduate Studies in
Education
Kennesaw State College
P. O. Box 444
Marietta, Georgia 30061
404-423-6043

LANGUAGE ASSESSMENT BATTERY (LAB)
PRICE LIST AUGUST 1991

DESCRIPTION

Measured Behaviors: LAB is a group-administered instrument (except for the Speaking subtest) used to identify the level of English-language proficiency of non-native speakers of English or Spanish-language proficiency of native speakers of Spanish as measured by the English or Spanish versions, respectively. LAB defines language proficiency as communicative competence in the areas of speaking, listening, reading and writing (language usage). LAB is suitable for the identification of those students who are entitled to ESL or bilingual education programs. LAB is also suitable for the evaluation of student progress through these instructional programs conducted in English or Spanish.

CONTENT

LAB is available in English and Spanish at four levels:

1) Level I (K-2)
2) Level II (3-5)
3) Level III (6-8)
4) Level IV (9-12)

FORMS

Two parallel forms (A & B) are available in each language at each level.

NORMS

Norms reported are fall and spring grade percentile rank scores. The Norms Booklets include both the new 1989-90 norms and the 1981-82 norms for both Full and Short LAB. Tables are presented in a format that enables the user easily to convert any raw score from its 1981-82 grade percentile rank to its 1989-90 grade percentile rank.

There are two separate Norms Booklets: one reports norms for native speakers of English on the English version of LAB, the other reports norms for native speakers of Spanish on the Spanish version. Each booklet includes grade norms for all Levels (I, II, III, IV), for both Forms A and B, for fall and spring administrations. Norms are reported for each subtest ant total test. At Levels II, III, and IV Total test norms are reported excluding and including the Speaking subtest. It should be noted that Short LAB norms are reported for fall administration only and for total test only.

NOTE: Norms for non-native speakers of English version will not be available until June 1992.

WORKING TIME

Individually-administered Speaking subtest: 8 minutes per student; group-administered subtests: 10-28 minutes each depending upon the subtest and the level. There are no time limits for Level I (K,1,2).

FULL LAB MATERIAL PRICES

STUDENT BOOKLETS (English or Spanish, Forms A or B)

Level I	(Grades K,1,2)	Package of 50	= $40.00
Level II	(Grades 3,4,5)	Package of 50	= $40.00
Level III	(Grades 6,7,8)	Package of 50	= $40.00
Level IV	(Grades 9,10,11,12)	Package of 50	= $40.00

EXAMINER'S DIRECTIONS (English or Spanish, Forms A or B)

By level as above — Individual copy = $ 5.00

NCS ANSWER SHEETS (English or Spanish)

By level as above — Package of 100 = $35.00

(Same answer sheet for Forms A and B) Package of 10 = $ 3.50

SCORING MASK FOR NCS ANSWER SHEET

By level as above — Individual copy = $ 5.00

NOTE: Same Scoring Mask at each level for Forms A & B, English and Spanish

NORMS BOOKLET (See description above)

Forms A,B; grades K-12; subtests and total test

English: native speakers of English Individual copy = $20.00

English: non-native speakers of English (See NOTE under NORMS)

Spanish: native speakers of Spanish Individual copy = $20.00

NORMS DISC (Includes ASCII file and layout of norms and answer keys)

English: save as Norms Booklet Individual copy = $75.00

Spanish: same as Norms Booklet Individual copy = $75.00

SPECIMEN SETS

Levels I & II-English or Spanish (Both levels are included) Individual copy = $ 8.00

Levels III & IV-English or Spanish) (Both levels are included) Individual copy = $ 8.00

SHORT LAB

DESCRIPTION

Purpose: Short LAB was developed for fall administration to non-native speakers of English who are new entrants into a school system in order to expedite their entitlement identification and assignment to appropriate instructional programs. It is recommended that Full LAB continue to be administered in the spring. Short LAB has been equated to Full LAB and is suitable for both student entitlement identification and program evaluation.

MEASURED BEHAVIORS

Short LAB consists of selected sections from Full LAB that are most predictive of Full LAB. Short LAB yields only a Total test score measuring language proficiency.

CONTENT

Short LAB is available at the same four levels as Full LAB in both English and Spanish versions.

FORMS

Two parallel forms (A and B) are available at each level.

NORMS

Short LAB norms are included in the Norms Booklet described on the reverse of this page. However, they are reported for fall administration only and for total test only.

WORKING TIME

Individually-administered items at Level I require about 8 minutes per student; group-administered items at Level I require about 10 minutes and at Levels II, III, IV require 22 minutes.

SHORT LAB MATERIAL PRICES

NOTE: Because Short LAB consists of selected sections from Full LAB, Full LAB materials are used in Short LAB administration.

Short LAB Administration Manual (English or Spanish)	Individual copy = $ 5.00

ORDERING INFORMATION	
SHIPPING AND HANDLING	6% of Total Bill (minimum charge $4.00)
OTHER TERMS All prices are subject to change without notice. There is no minimum charge on orders for test materials. Prices are F.O.B.-O.R.E.A. Scan Center	
ORDERING INFORMATION Attention: Grace Bijou O.R.E.A. Document Scan Center 5th Floor 49 Flatbush Avenue Extension Brooklyn, New York 11201	 Telephone (718) 935-3964 Fax (718) 935-5494

Telephone inquiries are welcome. Materials will only be shipped upon receipt of a purchase order.

RESOURCES

Resource Organizations

Bilingual Education Multifunctional Resource Center - University of Oklahoma
555 Constitution Street, Suite 208
Norman, Oklahoma 73037-0005
800-522-0772 Ext. 1731
405-325-1731 (Fax) 405-325-1866

Services:
Provides training and technical assistance for state and local education personnel working with learners of English; provides information related to bilingual education, ESOL, and bilingual vocational education.

National Clearinghouse for Bilingual Education (NCBE)
1118 22 Street, NW
Washington, DC 20037
800-321-NCBE
202-467-0876

Services:
Maintains clearinghouse of information and resources through linkages with other information centers, computerized information (databases and resource collection), publications related to all aspects and issues of bilingual education.

National Clearinghouse on Literacy Education (NCLE)
The Center for Applied Linguistics
National Clearinghouse on Literacy Education
1118 22nd Street, NW
Washington, DC 20037 202-429-9292

Services:
Provides information, materials and technical assistance on literacy education for LEP adults and out-of-school youth.

Evaluation Assistance Center - East (EAC)
The George Washington University
1730 North Lynn Street, #401
Arlington, VA 22209
(703) 528-3588 Fax: 703-528-5973

Services:
Provides technical assistance in evaluation and student assessment to teachers, administrators, and evaluators working with students in grades pre-K - 12 whose first language is not English.

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314-2751
Tel: 703-836-0774 Fax: 703 836-7864

Services:
TESOL's mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. TESOL promotes scholarship and disseminates information about instruction and research.

Georgia Teachers of English to Speakers of Other Languages (GTESOL)
Membership Committee
c/o Lynne Nickerson
DeKalb College
ESL/Humanities Department
555 North Indian Creek Dr.
Clarkston, Georgia 30021

Services:
A state affiliate of TESOL, GTESOL provides networking, conferences, professional development seminars, and two publications.

National Association for Bilingual Education (NABE)
Union Center Plaza
810 First Street, N. E., Third Floor
Washington, DC 20002-4250
Tel: 202-898-1829 Fax: 202-289-8173

Services:
NABE is a tax-exempt, non-profit professional association founded in 1975 to address the educational needs of language minority Americans.

The Council for Exceptional Children (CEC)
1920 Association Dr.
Reston, Virginia 22091-1589
Tel: 703-620-3660 Fax: 703-264-9494

Services:
CEC has a Division for Culturally and Linguistically Diverse Exceptional Learners publishes the "Ethnic and Multicultural Bulletin" which provides information about resources for English learners with special needs.

Suggested Materials for ESOL Teachers and Students

Many of the suggested materials on this list are available in classrooms, school libraries or around the house; others are easily available from commercial publishers. For sources for specific strategies, see references listed in sections 4 and 5.

Teacher resource books

Atwell, N. (Ed.). (1990). *Coming to Know: Writing to Learn in the Intermediate Grades.* Portsmouth, NH: Heinemann.

Atwell, N. (1987). *In the Middle: Writing, Reading, and Learning with adolescents.* Portsmouth, NH: Boynton/Cook. (Available from Heinemann.)

Chamot, A. & O'Malley, M. (1994). *The CALLA Handbook: Implementing the Cognitive Language Learning Approach.* Reading, MA: Addison-Wesley.

Cloud, N. (1989). *Multisystem: Systematic Instructional Planning for Exceptional Bilingual Students.* New York: Teachers College, Columbia University. pp. 31, 36.

Cummins, J. (1989). *Empowering Minority Students.* Sacramento, CA: California Association for Bilingual Education, p. 45.

Enright, D. S. & McCloskey, M. L. (1988). *Integrating English: Developing English Language and Literacy in the Multilingual Classroom.* Reading, MA: Addison-Wesley, p. 27.

Hayden, D. & Cuevas, G. (1990). *Pre-Algebra Lexicon.* Washington, D.C.: Center for Appplied Linguistics.

Heald-Taylor, G. (1989). *Whole Language Strategies for ESL Students.* San Diego: Dormac.

Law, B. & Eckes, M. (1990). *The More Than Just Surviving Handbook: ESL for Every Classroom Teacher.* Winnipeg, Canada: Pegasus.

Lynch, E. & Hanson, M. (1992). *Developing cross-cultural competence.* Baltimore, MD: Paul H. Brookes Publishing Co.

McCloskey, M. L. (1990). *Integrated Language Teaching Strategies.* Atlanta, GA: Educo Press.

Short, D. (1991). *How to Integrate Language and Content Instruction. (Second Edition)* Washington, D.C.: Center for Applied Linguistics.

Picture sources

Picture dictionaries and cards, magazines, catalogues, newspaper ads.

Library books and reference books with pictures

Magazines with good pictures. Have very beginning students make their own picture dictionaries by cutting out pictures from old magazines.

Pictures, charts and graphs in class texts: maps, charts, photos, diagrams, etc.

Picture dictionaries/glossaries based on academic vocabulary introduced in instructional units and generated by students using computer programs.

Audio visual materials

Tape recorder and talking books or audiotaped classic comics; language masters and cards; film strips with records and tapes; films and videos; music (Music is excellent for beginners: use pop songs, folk songs, or whatever will help you teach your topics).

Oral Language Teaching activities

Use chants, rhymes, songs, jump rope rhymes, TPR scripts, etc. Peer coaching and collaborative learning activities are especially good for older students.

Help students create and repeat mnemonic devices to learn important concepts or processes.

Develop activities that require students to repeatedly use academic vocabulary.

Literat e

Select quality literature to expose students to excellent English. Begin with wordless books, many of which are appropriate for older students, predictable books and poems, big books. Move on to age-appropriate poetry, novels and non-fiction selections.

et a good poetry anthology or two for your classroom.

Big Books are excellent for Shared Reading. Many publishers sell them. For older students, try putting poems and songs in big type on transparencies.

For older students, replace too-difficult content-area textbooks with content area materials on a lower level. Many publishers are beginning to advertise content area series for language learners.

Provide outlines or graphic organizers to use along with literature and content-area materials. This will aid comprehension of the text and focus students' attention on the language important for understanding.

When possible, provide native language translations of literature for students to use as an advance organizer and reference when studying the English version.

Realia

Bring in real things to help the students make the connections and learn the language. Collect food packages and wrappers to help students begin reading with easy-to-recognize environmental print.

Use magnet boards, flannel boards, maps, charts, globes, pocket charts, overhead projector for a variety of activities.

Borrow a doll house to teach around the house vocabulary. Other borrowed toys (e.g. Fisher-Price garage, etc.) can make teaching basic terms and structures interesting and easy.

Use hands-on math, science, and social studies activities whenever you can. In math, have students use real objects to demonstrate mathematical concepts and processes. In science, collect equipment and do experiments, do not just read about them. In social studies use maps whenever you can, and bring in props and have students act out the signing of the Magna Carta or Alfred Dreyfus's trials, or whatever you are learning about.

Games

Bring in games that teach language, changing the rules if necessary to increase oral language-learning during the games. Use pairs of reproduced pictures from various sources for playing cards. Play cooperative games that incorporate language. Make your own games to reinforce vocabulary and classroom concepts and to encourage interaction among students.

Computer Programs

Encourage **all** English learners, including beginners, to make use of computer software programs to develop language. There are a variety of literature based and content-area programs that add audio and visual aids to text. Some have translations in other languages. Some multi-media programs developed for native English speakers can be adapted for use with non-native speakers. Be sure and include computer games for learning geography, science, math, and social studies.

Sources of ESOL Materials

Addison-Wesley Publishing
1 Jacob Way
Reading, MA 01867
800-447-2226

Alemany Press
2501 Industrial Parkway West
Hayward, CA 94545
800-227-2375

Ballard and Tighe
480 Atlas Street
Brea, CA 92621
800-321-4332

Bilingual Educational Services, Inc.
2514 S. Grand Ave.
Los Angeles, CA 90007
213-749-6213
1-800-448-6032

Children's Book Press
1461 Ninth Avenue
San Francisco, CA 94112

Children's Press
5440 North Cumberland Ave.
Chicago, IL 60656-1469
1-800-621-1115

Delta Systems, Inc.
570 Rock Road Drive
Dundee, IL 60118-9922
800-323-8270

DLM
One DLM
McAllen, TX 75002
1-800-527-5030

Dormac, Inc.
P.O. Box 270459
San Diego, CA 92128-0983
800-547-8032

El Correo de Cuentos
P.O. Box 6652
Pico Rivera, CA 90661-6652

Global Village
2210 Wilshire Blvd.
Box 262
Santa Monica, CA 90403
213-459-5188
FAX 1-800-879-0626

Greenshower Corp.
10937 Klingerman Street
S. El Monte, CA 91733
818-575-1000

Harcourt Brace Jovanovich, Inc.
International Division
Orlando, FL 32887

Heinle & Heinle
20 Park Plaza
Boston, MA 02116
800-237-0053

Hispanic Books Distributors, Inc.
1665 West Grant Rd.
Tucson, AZ 85745
1-800-634-2124

Houghton Mifflin
777 California Avenue
Palo Alto, CA 94304
415-857-0211

JACP, Incorporated
Asian American Books
234 Main Street/P.O. Box 1587
San Mateo, CA 94401-1587
1-800-874-2242

Janus Book Publishers, Inc.
2501 Industrial Parkway, West
Department JA
Hayward, CA 94545
800-227-2375

Laredo Publishing Co., Inc.
22930 Lockness Ave.
Torrance, CA 90501
310-517-1890

Literacy Volunteers of America, Inc.
Widewaters One Office Building
5795 Widewaters Parkway
Syracuse, NY 13214
315-445-8000

The Magnetic Way
2495 N. Forest Road
Getzville, NY 14068
800-626-5052

Macmillan Publishing Company
100 Front Street
P. O. Box 500
Riverside, NJ 08075
800-257-5755

McGraw-Hill
1200 N.W. 63rd Street
P.O. Box 25308
Oklahoma City, OK 73125
800-654-8608

Miller Educational Materials
P.O. Box 2601
San Gabriel, CA 91778
213-429-1929

Moreno Education Company
7050 Belle Glade Lane
San Diego, CA 92119
619-461-0565

Multicultural Distributing Center
a division of Greenshower Corp.
800 N. Green Ave.
Covina, CA 91724
818-859-3133

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646
800-323-4900

Newbury House
54 Warehouse Lane
Rowlen, MA 01969
800-343-1240

New Readers Press
P. O. Box 888
Syracuse, NY 13210
800-448-8878

Oxford University Press
Multi-Cultural Distribution Center
Flame (Spanish/English Language Materials)
2752 Twin Brooks Drive, #5
Atlanta, Georgia 30319
404/841-9325

Prentice-Hall, Allen and Bacon
Educational Book Division
200 Old Tappan Road
Old Tappan, NJ 07675
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Regents Publishing Company, Inc.
Two Park Avenue
New York, NY 10016

Santillana Publishing Co., Inc.
901 Walnut Street
Compton, CA 90220-5109
800-526-0107

Scholastic Inc.
2931 E. McCarthy Street
P.O. Box 3710
Jefferson City, MO 65102-9957
800-325-6149

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
800-554-4411

Steck-Vaughn
2500 South 38 Fourth Street, #50
Federal Way, WA 98003
800-531-5015

ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM
LANGUAGE ASSESSMENT CONFERENCE RECORD - SECONDARY

Date:_____

Student:_____ D.O.B._____

Country:_____ Native Language:_____

School:_____ Grade/Homeroom:_____

ESOL Teacher:_____ ESOL Entry Date in this system:_____

How long has the student participated in other ESOL programs? _____

ESTIMATE OF FUNCTIONAL GRADE LEVEL

Reading _____ Should the student continue to receive additional help in reading/language arts? Yes ____ No ____

Math _____

TEST RESULTS

	TEST DATE	READING	LANGUAGE ARTS	MATH	TOTAL
GKAP					
ITBS					
CBA					
LAB					
Other					

COMMENTS

ESOL Teacher _____

_____

_____ _____
Signature

Classroom Teacher _____

_____

_____ _____
Signature

Recommend that ESOL services be discontinued: Yes____ No____
Recommend for other special services Yes____ No____
Services recommended _____

_____
Signature of Principal

THE FOLLOWING SKILLS CHECKLIST IS COMPLETED BY THE ESOL TEACHER.

	Excellent	Adequate	Poor
I. ORAL COMPREHENSION			
A. Understands basis functional English.	_____	_____	_____
B. Comprehends multi-step directions.	_____	_____	_____
C. Accurately recalls information given orally.	_____	_____	_____
D. Comprehends oral discussion in content classes.	_____	_____	_____
E. Seeks help when clarification is needed.	_____	_____	_____
II. ORAL EXPRESSION			
A. Pronounces sounds in words accurately.	_____	_____	_____
B. Uses words correctly in context.	_____	_____	_____
C. Acquires vocabulary independently; uses new words in conversations and discussions.	_____	_____	_____
D. Expresses ideas in complete thoughts.	_____	_____	_____
E. Communicates with teacher.	_____	_____	_____
F. Communicates with students	_____	_____	_____
III. READING			
A. Demonstrates ability in word identification skills.	_____	_____	_____
B. Identifies main ideas and supporting details.	_____	_____	_____
C. Identifies sequence of events.	_____	_____	_____
D. Identifies cause and effect relationships.	_____	_____	_____
E. Draws conclusions and makes predictions based on text read.	_____	_____	_____
IV. WRITING			
A. Writes legibly.	_____	_____	_____
B. Uses correct spelling, punctuation, and capitalization.	_____	_____	_____
C. Uses correct grammatical structures.	_____	_____	_____
D. Demonstrates ability to write directions.	_____	_____	_____
E. Demonstrates ability to write short paragraphs.	_____	_____	_____
F. Demonstrates ability to write stories and/or short reports.	_____	_____	_____
V. STUDY HABITS			
A. Shows willingness to participate.	_____	_____	_____
B. Works independently when appropriate.	_____	_____	_____
C. Completes work on time.	_____	_____	_____
D. Works collaboratively when appropriate.	_____	_____	_____

ENGLISH TO SPEAKERS OF OTHER LANGUAGES PROGRAM
EVALUATION OF CLASSROOM PERFORMANCE

STUDENT _____ GRADE _____ DATE _____

SCHOOL _____ ESOL TEACHER _____

How many years has the student participated in the ESOL Program? _____
Other ESOL Programs? _____

INSTRUCTIONS TO THE CLASSROOM TEACHER:

The above student is being considered for exit from the ESOL program. To help evaluate the student's overall achievement, please use the following scale to rate the student's performance in your class.

CATEGORY 1: Ability to Learn Course Content

Rate the student on the ability to master the content of the course you teach, regardless of the reasons.

1	2	3	4	5
unable		average		very capable

CATEGORY 2: Academic Performance

Rate the student's performance in class compared with English-speaking students and reflected by grades received during the year.

1	2	3	4	5
unsatisfactory		average		excellent

CATEGORY 3: Study Habits

Rate the study habits which the student uses in your class. Does the student bring the necessary books and other materials to class? Does the students begin work promptly, listen attentively to instructions, follow directions carefully, and complete assigned tasks punctually? Does the student work independently?

1	2	3	4	5
no effort		average		highly motivated

CATEGORY 4: Class Participation

Rate the student's participation in class activities and discussions.

1	2	3	4	5
minimal		average		active

CATEGORY 5: Communication with Teacher

Rate the student's skill in communicating with you. Can the student express ideas adequately in English? Does the student use relevant vocabulary in conversations and discussions? Does the student ask questions to clarify misunderstanding about assignments and course content?

1 2 3 4 5

weak average highly articulate

CATEGORY 6: Communication with Peers

Rate the student's skill in communicating with classmates. Does the student try to talk to other students in English? Can the student express ideas, opinions, and interests to peers? Do other students understand him or her?

1 2 3 4 5

weak average highly articulate

PREDICTION OF SUCCESS

Predict the student's chances for success in regular classes if he or she receives no additional help in learning English as an additional language.

1 2 3 4 5

unlikely likely excellent

Would you recommend the student for other special services? Yes _____ No_____

Service(s) recommended _____

_____

COMMENTS:_____

_____

_____

_____

_____ _____ _____

Signature of Teacher Class or courses Date